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ABSTRACT

The final report of the exemplary project in vocational education, which ended June 30, 1976 in the Greeley area of Colorado presents, reviews, and evaluates the efforts toward career education implementation in the curricula of Weld County School District Six, the University of Northern Colorado (UNC) College of Education, and the UNC Laboratory School. Among the accomplishments reported were the development of three career education centers to increase counseling services and provide career-oriented materials, staff inservice programs, acquisition and development of instructional materials, use of community resources, emphasis on career education in the UNC, and a study of student job placement needs. The third-party evaluation results are also presented. Major conclusions were that there were no significantly higher performance scores for the treatment students; some attitude change was noted in teachers; and university faculty awareness was somewhat increased. The guidance newsletter appeared to have no impact on student knowledge. Although quantitative evaluation findings were not positive, it was felt that the project did achieve improved knowledge and attitudes toward career education. Some project materials are appended. (MF)

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ED133587

FINAL REPORT

Project No. 502A850001A
Grant No. G-381-75-0004

Career Oriented Education Project

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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VT-103-558

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September 30, 1976

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TABLE OF CONTENTS

	PAGE
PROBLEM AREA	3
GOALS AND OBJECTIVES	7
DESIGN AND PROCEDURES	8
Strategies	8
Organization of the Project	11
RESULTS AND ACCOMPLISHMENTS	13
Development of Career Centers	13
Personnel Development and Materials Acquisition	15
The Use of Community Resources	18
Mini Grants	20
Publicity for Career Education	21
Career Education in the College of Education	23
Career Exploration at Heath Junior High School	24
Guidance Newsletters	25
Development of Career Education Materials	26
Placement	27
Aims Community College	28
EVALUATION	30
CONCLUSIONS	50
APPENDICES	54
Appendix A. Goals and Objectives	54
Appendix B. Career Resources Materials	61
Appendix C. Inservice Course Offerings 1975-76	87
Appendix D. Two Mini Grant Projects	92
Appendix E. Career Education in the Greeley Schools: A Report to the Board of Education of Weld County School District Six	96
Appendix F. Examples of Guidance Newsletters	112

LIST OF TABLES AND FIGURES

	PAGE
TABLE I	19
TABLE II	40
TABLE III	43
TABLE IV	47
FIGURE I	36

This document is the final report of the exemplary project in vocational education entitled Exemplary Project: Career Oriented Education Project (herein referred to as the Career Education Project). The project was proposed in the Winter of 1972, begun July 1, 1973, and concluded June 30, 1976.

The general purpose of the Career Education Project was to implement career education techniques and strategies in the curricula of Weld County School District Six, the University of Northern Colorado College of Education, and the UNC Laboratory School. The project office was housed in the UNC Laboratory School. Personnel from the Laboratory School, District Six, and the College of Education have cooperated to achieve the purposes of the project. The budgets for each of the three years of the project totaled approximately $130,000.

This report is organized in six major sections. The sections, in the aggregate, describe and summarize the Career Education Project. There is considerable overlap among the sections of the report and the placement of materials within a given section is somewhat arbitrary. The sections are:

1. Problem Area
2. Goals and Objectives
3. Design and Procedures
4. Results and Accomplishments
5. Evaluation
6. Conclusions

The section dealing with problem area summarizes the major needs which lead to the development of a proposal for the project. This section draws heavily upon the project proposal.

The section dealing with goals and objectives of the project presents the goals and objectives in terms of the actual operation of the project. In other words, it attempts to interpret the stated goals and objectives in terms of the actual implementation of the project. The goals and objectives as originally stated in the proposal and subsequently modified in correspondence with the U.S. Office of Education, are reprinted in the appendices.

The design and procedures section deals with the organization of the project and the procedures used to accomplish the objectives of the Career Education Project. The techniques, strategies, and methods used to implement career education in the Kindergarten-12 schools of the project and the College of Education are considered.

The fourth section of the report deals with the results and accomplishments of the project. It attempts to interpret or assess the project in terms of programmatic achievement, the acquisition of program materials, and changes in the attitudes of several populations toward career education.

The evaluation section summarizes previous evaluations of the project and presents the third party evaluation for 1975-76. Evaluations have varied considerably in quality and depth. Most have not described the project effectively in terms of student outputs, however, there are considerable data with which to interpret the Career Education Project.

The final section represents an attempt to draw tentative conclusions from the project. It also states several recommendations for career education in UNC and the Greeley schools.

PROBLEM AREA

The Career Education Project developed because District Six and University personnel felt that (1) schools in the Greeley area were not adequately related to peoples' careers and lives, (2) there was a need for greater cooperation between schools and the community, (3) the focus of schools should change, (4) careers involve all facets of peoples' lives, e.g. social, economic, and political, and (5) schools should become involved in the education of all students as individuals.

Having assumed the need for career education within the Greeley schools and UNC, the proposal listed five foci from policy paper AUTE V72-10 (Exemplary Programs in Vocational Education)[1] which defined somewhat the concept of career education. The foci are:

1. Programs designed to increase self awareness of each student, to develop in each student favorable attitudes about the personal, social, and economic significance of work, and to assist each student in developing and practicing appropriate career decision-making skills.
2. Programs at the elementary school level designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work.
3. Programs at the junior high or middle school level designed to provide career orientation and meaningful exploratory experiences for students.

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[1]The foci are quoted from the project proposal, pp. 4-5.

4. Programs at grade levels 10 through 14, designed to provide job preparation in a wide variety of occupational areas, with special emphasis on utilization of work experiences and cooperative educa- opportunities for all students.
5. Programs designed to insure that placement of all existing students in either: (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program.

The above assumptions relate to the concept of career education. In addition, several assumptions relating to the implementation of career education were made.[2]

1. The need for a unified systemmatic effort for disseminating and implementing career-oriented education models after research and development activities has been completed;
2. The need for visibility of career-oriented education to several populations: (a) classroom teachers; (b) students; and (c) community at large;
3. The need for committment of teacher education institutions to train teachers within the philosophical framework of career-oriented education;
4. The need for programs which include special education programs in the career-oriented education models;
5. The need for identification of career-oriented curriculum materials;
6. The need for guidance, counseling, and placement.

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[2]The assumptions are quoted from the project proposal, p. 3.

The first concern, for a unified, systemmatic effort to disseminate and implement career-orineted education models, was directed primarily toward organization, people, and materials. Among the potential organizational problems cited that might be encountered in implementing career education were:[3]

- interim and task force organizational structures and linkage related issues;
- staffing model problems including differences between utilizing existing staff or recruited staff (internal vs. external staffing);
- continuity of organizational operations and maintaining expertise roles
- role conflict and the problem of alienation of the school principal;
- teacher issues and teachers' groups; and
- community issues, particularly minority concerns.

Another problem cited was that of organizing to accomplish the project objectives and coordinating activities in a manner appropriate for another organizational setting.

The need for increased visibility of career education involved both greater awareness on the part of people and a greater understanding of what career education is. The first need was to educate members of the educational staff regarding the meaning of career education. A subsequent need was to communicate the meaning of career education to other populations such as the community in general, parents, and consumers.

The need to involve teacher education institutions was the third concern cited by the proposal writers. At the time the proposal was drafted, very few institutions specializing in teacher education had programs

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[3]Project proposal, p. 5.

dealing with career education. The need perceived by the writers was to redirect the training of teachers, to assist in inservice training of teachers in the field, and to provide a better and more comprehensive preservice program for future teachers, counselors, and administrators.

In the area of special education, little had been done to provide career oriented education. The need, as seen by the proposal writers, was to incorporate career education concepts, techniques, strategies, and procedures into programs for youngsters in the area of special education.

The need to identify special instructional materials existed because few available materials in District Six and the Laboratory School were designed to teach career education concepts. For this reason, the writers felt that there was a great need to provide materials to persons involved in inservice education so they would have materials with which to work.

The need for increased guidance, counseling, and placement services was perceived to be important for the career education project. Writers were concerned with a problem experienced by non-college bound students, namely the lack of adequate counseling services.

GOALS AND OBJECTIVES

The general purposes of the project as stated in the proposal were to:

1. Implement a career-oriented education program of awareness, orientation, exploration, and preparation synthesized by strong guidance, counseling, and placement which will increase the visibility of career-oriented education to teachers, students, and community.
2. Expose future teachers to a learning environment which is based upon the career education philosophy.
3. Expose future guidance counselors to a model career education counseling and placement program.

The objectives of the project, as stated in the proposal, appear in Appendix A. The objectives as subsequently modified in correspondence between the Project Director and the U.S. Office of Education also appear in the appendix.

Generally, the project emphasized the implementation of career education concepts, strategies, techniques, and procedures in the Kindergarten-12 grades of District Six schools and the UNC Laboratory School. In addition, part of the project staff attempted to increase the awareness of career education on the part of UNC faculty and to insure that pre-service education included instruction designed to prepare future teachers, counselors, and administrators to use career education.

DESIGN AND PROCEDURES

The Career Education Project staff employed several strategies during the course of the three year project. The paragraghs which follow describe the major strategies used. Descriptions of the strategies, as well as the strategies themselves overlap somewhat. In addition, some of the strategies reported are general and others are more specific.

Strategies

Initially, the project proposal specified that staff would work with teachers from the curricula areas of language arts and science. Subsequently, the staff expanded the focus to include teachers and staff from other curricula areas in the Laboratory School and District Six. Staff members decided to work with all teachers and staff who expressed an interest in career education in order to capitalize upon their enthusiasm and interest. For this reason, they dropped the emphasis upon work solely with language arts and science teachers early in the project.

A second strategy was the use of a management team. Organizationally, the project was divided into four components: management, curriculum/inservice, guidance and counseling, and preservice education. Coordinators were designated to head each of the areas. The project coordinator, and subsequently the project director, headed the management component. A curriculum/inservice coordinator was hired from the staff of District Six to head the curriculum/inservice component during the second and third years of the project. A guidance coordinator headed the guidance and counseling component on a half-time basis for all three years of the project. A preservice coordinator donated time to head the component

during all years of the project. The four people designated as coordinators of the components met frequently to determine project direction and decide upon numerous aspects of the project.

The management team decided upon a third strategy prior to the second year of the project. Members decided to increase the size of the project staff in order to increase the amount of contact by project staff with school personnel. The Project Director recommended, and the U.S. Office of Education Project Officer concurred, that a full-time Curriculum/Inservice Coordinator and five additional Project Associates be hired. The Project Associates who were hired were graduate students working one-half time with the project (20 hours per week) to assist teachers, counselors, and administrators in the five pilot schools. The increased number of persons working in pilot schools allowed project staff to personalize contact in the target schools.

Project Associates in pilot schools used individual methods and strategies to accomplish project objectives. For example, some worked individually with teachers, some with groups of teachers, some demonstrated classes using career education techniques and concepts, and some used a combination of these approaches or other approaches more suited to their styles.

A fourth strategy included the provision of inservice education for teachers, counselors, and administrators, as well as the selection and purchase of materials to assist educational staff in using career education concepts, strategies, techniques, and procedures. Very early in the project, the staff determined that there was considerable need for the inservice education of educational staff within the Laboratory

School and District Six. Consequently, numerous courses were designed and offered to the educational staff members. The project staff arranged to offer credit from UNC for all courses.

In addition to offering inservice education, the staff selected and evaluated instructional materials for use in classroom and counseling settings. The Curriculum/Inservice Coordinator was primarily responsible for purchasing and evaluating materials for the Laboratory School and District Six. She and the Guidance Coordinator ordered, evaluated, and delivered materials to teachers, counselors, and administrators in the Laboratory School and District Six. In addition, the two coordinators assisted, when necessary, by teaching persons to use the materials. This strategy worked particularly well in pilot schools with Project Associates who could assist staff.

A fifth strategy was the development of career centers in the high schools and junior high schools. District Six began the development of a career center in Central High School the year before the project began. This reflected the concern of District Six administration for career education. The impetus provided by the emergence of a career education project also helped. The centers are designed to help students by providing guidance and information related to careers.

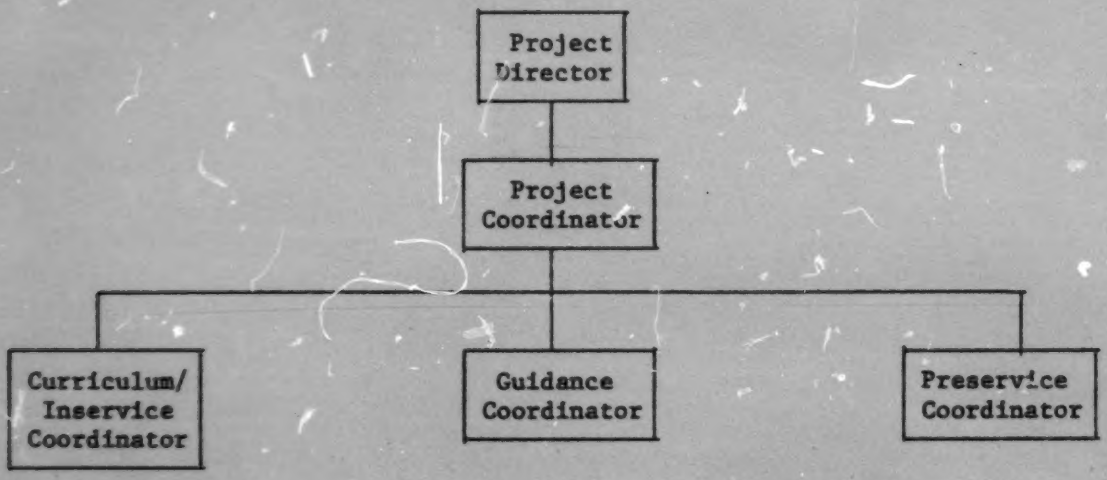
A sixth major strategy was designed the second year of the project. One staff member developed specific procedures to involve organizations from the community in career education activities. This development led to six specific approaches for students in grades 6-12. Some were for the younger students; the longer career development activities were designed for older students. The staff met with directors or heads of the six organizations to determine how they could use the specific

activities to provide career oriented experiences for students. For example, some persons indicated they could have middle school or junior high school students visit their businesses or organizations for short periods of time. Some indicated that they would be willing to have one or two high school seniors work a full week in their organizations to learn more about careers. In addition, some indicated limitations. For example, some put limitations on the number of students who could visit at one time. This process is described in the materials which comprise Appendix B.

Another strategy was to work with professors preparing teachers, counselors, and administrators to encourage them to use career education. The Preservice Coordinator, also the Chairman of the Foundations Department in the College of Education was particularly important in this strategy. He helped to organize a workshop on career education for UNC faculty and students during the first year of the project and, subsequently, developed a career education unit for the basic concepts classes taught within his department. As a result, every education major within the College of Education is now exposed to a unit dealing with career education concepts and the use of career education in the classroom.

Organization of the Project

The project was organized with a Director, a Coordinator, and several component coordinators. Although the specific organization varied from year to year, this general pattern was consistent for the three years of the project. The general organizational pattern is depicted in the organizational chart which follows:



Additional specifics of organization and procedures used in the project appear in the interim reports for the project dated October, 1974, and July, 1975. These were submitted to ERIC, AIM, and ARM.

RESULTS AND ACCOMPLISHMENTS

This section of the report considers the accomplishments of the project. It is divided into 11 subsections, several of which are overlapping. Each subsection includes a brief discussion of purpose, a description of the area or activities considered in the subsection, and a general assessment as to the effectiveness of the particular accomplishment. More specific data dealing with the evaluation of the project appear in the next section of the report entitled Evaluation.

Development of Career Centers

The project assisted in the development of career education centers in the Laboratory School, Central High School, and Heath Junior High School. The general purpose of developing career education centers was to increase the counseling service to the non-college bound students, as well as college-bound students. One of the difficulties in the Greeley area, as well as in other parts of the country, is that education has not provided adequate counseling services to students who do not attend college. The development of career education centers was defined as one approach to remedy this lack in the Laboratory School and the Greeley schools.

The career education centers varied considerably from building to building but had several things in common. Each of the centers was located in a separate room of the building. Each of the centers included career-oriented materials, including decision-making and values-clarifications materials. Counselors in the centers also were prepared to administer individual or group tests to determine their aptitudes, interests, and the like. Each of the centers employed one person at least on a part time basis. In Central High School, the person in charge of the career center is designated the career counselor and works full time.

Centers were used in several ways. Individual students were free to visit the centers to examine materials or to talk with the counselor to better understand their interests. Teachers sometimes brought in groups or classes to look at particular materials related to classroom instruction. Counselors also met with groups or classes of students. For example, the career counselor at Central High School had several mini-career days in which persons representing certain careers talked to groups of students interested in those particular careers. Students were selected and invited on the basis of results from tests they had taken earlier.

The staff also purchased guidance materials for several elementary schools. These were placed in instructional materials centers for the use of teachers.

It is difficult to assess the success of career education centers, at least with quantitative data. Testimonials from various persons seemed to indicate a high degree of acceptance. Teachers supported the centers by using them. Some teachers brought students to the centers so they could use materials and brouse to learn more about careers or decision making or values. Others used some of the materials from the centers to enrich the classes.

In addition, the fact that each of the centers has more instructional materials than would have been present without the project is a measure of success. There is no doubt that many of the materials, if not most, have been used. Generally, the materials retained in the various centers were evaluated and kept only when approved by teachers or counselors.

The District Six Administration and the Board of Education are ready to expand career centers to West High School and John Evans Junior High School. They seem to believe that this facet of the career education

project is particularly important and often stressed the need for additional career centers when discussing career education. This also is one indication of the success of the centers.

In the future, it is likely that career centers will be used more extensively throughout the Greeley area. District Six Administration has agreed to provide space and materials. They have, however, been reluctant to provide additional personnel to staff the centers.

Personnel Development and Materials Acquisition

Although the overriding purpose was to acquaint education staff with career education and its use in schools, more specific purposes for inservice education varied from year to year. The project staff hoped through inservice education to develop a cadre of persons who understood career education as well as techniques and strategies for implementing it. They hoped to develop an enthusiastic group of people who would first of all understand career education; secondly, use career education concepts, techniques, and strategies; and thirdly, share the success of their experiences with fellow staff members.

The need for inservice instruction in career education was great when the project began. Also, there was considerable desire on the part of educational staff to receive inservice in career education.

In addition to providing inservice education, staff purchased numerous instructional materials. The purpose of acquiring materials was to provide new ways for personnel trained through inservice education to teach using career education concepts. In particular, the staff emphasized instructional materials at the elementary level, where specific commercial materials were purchased for all elementary schools.

Inservice Education. The project offered several kinds of inservice education. It varied from formal classes receiving credit from the University of Northern Colorado to informal individual meetings with educational staff in schools. The formal inservice classes involved approximately 150 students in the first year, some 130 the second year, and approximately 180 the third year. These figures represent the number of persons enrolled each year in all classes; because some persons enrolled in more than one course, the numbers are greater than the number of persons actually involved in inservice each year.

Classes offering UNC credit became increasingly varied as the project progressed. For example, the first year of the project, approximately 150 teachers, counselors, and administrators participated in the Introduction to Career Education inservice class. The next year, approximately 130 persons participated in five separate courses during the course of the year. (Some persons enrolled in more than one course.)

In the final year of the project, 17 individual courses were offered. Some of the courses were individual courses within a series of courses (Part I, II, etc.). Courses offered in the final year of the project appear in Appendix C.

In addition to formal inservice education courses, there was considerable emphasis upon informal inservice education. For example, members of the staff had numerous contacts with individuals and groups. The permanent staff of the project met with many people in pilot schools and other schools to assist them to implement career education concepts. In addition to Project Associates during the second year of the project spent a great amount of time working with individual teachers, counselors, and administrators in the pilot schools of the project.

An additional type of inservice education consisted of workshops sponsored by the project, but not offered for credit. In the first year of the project, the staff hired a consultant to assist UNC staff and students in achieving a greater understanding of career education. During the final year of the project, the staff conducted two workshops for teachers in the primary grades and a workshop for subject matter coordinators from District Six and the Laboratory School.

An informal inservice procedure involved visits by students and teachers to observe and study the materials located in the project office. Numerous persons visited the materials in the project office to learn more about them and their possible use in the classroom. UNC students in particular visited extensively. In addition to UNC students, many persons from school districts outside of Greeley visited the project office and borrowed materials during the time the project was in operation.

The project staff was involved extensively with other persons in Colorado with an interest in career education. Staff members attended approximately two or three meetings each year with other persons interested in career education. In addition, the staff presented programs on career education at UNC's Mid Year Conferences in 1975 and 1976. The project materials displayed at the Mid Year Conferences were particularly popular, drawing hundreds of persons in both 1975 and 1976. In the final year of the project, the Project Director helped to coordinate four workshops at Mid Year Conference for Colorado teachers, counselors, and administrators.

Materials Acquisition. The staff of the project purchased approximately $75,000 worth of materials in the three years of the project. Some of these were purchased by the staff members who received requests from

individual teachers, counselors, and administrators. Most materials were used in individual classrooms and career centers. Some materials were and will continue to be housed separately so they may be used upon request by any teacher or staff member.

The Use of Community Resources

During the second year of the project, Dr. Beverly Parks, a member of the project staff, developed materials designed to assist teachers, counselors, and administrators in the use of community resources. The materials outlined several kinds of experiences for students in grades 6-12.

The general purpose of the materials was to provide a means to assist teachers in using community resources. The intent was not for teachers to use the materials exactly as prescribed, but rather for them to use ideas they found in the materials to best suit their particular instructional needs.

The materials developed by Dr. Parks help to emphasize a process by which students can relate what people do in careers, or life, to school. They provide a mechanism by which students can more effectively learn what people do in life and examine the relationship of those activities to the school curriculum.

The materials included six separate educational experiences. These experiences varied according to grade level, duration of the experiences, and depth of experience. Table I includes descriptions of the experiences. The complete description of activities and instructions for the use of materials appears in Appendix B.

TABLE I

COMMUNITY RESOURCES EXPERIENCES, ARRANGED ACCORDING TO GRADE LEVEL, DURATION OF EXPERIENCE, AND PURPOSE OF EXPERIENCE

Grade Level	Duration of Experience	Purpose of Experience
6-7	Up to Four Hours	1. Examine business or industry by observation, interview, and "hands on" experiences. 2. Relate community experiences to school work by participation.
8-9	Up To One Week, Not To Exceed Four Hours Per Day	1. Participate in specific activities designed by business, industry, or community agency. 2. Examine work environments. 3. Relate community experiences to school work.
10-12	Up To Two Weeks, Not To Exceed Three Hours Per Day	Demonstrate an understanding of job activities by giving a special report, providing feedback to the agencies, keeping a daily log, and reactions.
12	Full Time For One Week	1. Participate in a work role of student's choice. 2. Provide feedback to schools and agencies.
6-8-10	Not Specified	1. Become competent in video-taping techniques. 2. Become competent in interviewing techniques. 3. Plan video tape interview in detail. 4. Demonstrate an understanding and function of business or industry. 5. Present video tape interview to other groups of students.
10-12	Not Specified	1. Relate school work to "on job" activities. 2. Explore career options and/or assist students in preparing for specific occupations. 3. Provide the opportunity to earn academic credit for good job performance.

Generally the community resources experiences were not used as much as the project staff had hoped they would be. There are several reasons for this. First, School District Six operated on a limited budget for field trips. In addition, persons who did undertake field trips often used experiences similar but other than those developed by project staff. And, they went to businesses other than those listed in the community resources materials.

The experiences, and similar activities have excellent potential for the future. It is very likely that the specific activities developed by project staff and similar experiences will be used more in the future.

Mini Grants

The purposes of offering persons the opportunity to apply for mini grants was to create enthusiasm for career education and to allow teachers an opportunity to purchase materials for special projects they wanted to conduct. In addition, mini grants were offered to foster the development of career education in classes throughout District Six and the Laboratory School.

During the 1974-1975 school year, the project staff approved 35 mini grants proposed by school personnel, totaling approximately $13,000. The project staff approved 31 mini grants for a total of some $9,000 the next year. The average value of a mini grant in 1975 was approximately $300 and for 1976, approximately $370.

Projects varied considerably in terms of their emphasis and scope. For example, there were mini grant projects designed to teach values clarification, self-awareness, career-awareness, and decision-making. Projects were also designed to focus upon a combination of these concepts.

The project staff used a committee comprised of representatives from District Six, the Laboratory School, the project, and the community (the Project Advisory Council) to select the grants for funding. The general criteria for selection were (1) the quality of the project and (2) the extent to which career education concepts, techniques, and ideas were integrated into existing curricula. Examples of two mini grants funded during the project appear in Appendix D.

For the most part, the cost of the projects involved the purchase of instructional materials to achieve the objectives of the project. Some projects also requested funds for travel by students. No mini grant project included funding for equipment or salaries.

Generally, projects proposed in the first year were more creative than were those submitted in the second year. This might indicate that teachers and other staff who submitted proposals tended to run out of good ideas after the first year.

The technique of providing money to fund proposals for projects in which educational staff are interested has considerable potential. Provisions must be made, however, to insure that only the best projects are funded. If the opportunity is provided too often, there is the danger that mediocre projects may be funded.

Publicity for Career Education

The project staff attempted to publicize career education and the project to gain support from members of the community. With this support, it was assumed the staff would gain assistance in implementing career education in the schools. The staff also assumed that a better knowledge of career education would lead to the support needed to change emphasis in existing curriculum to a more career-oriented curriculum.

Publicity for the project assumed many forms. In the first year several staff members worked extensively with the Chamber of Commerce. They met with members of the Chamber to explain career education and to solicit help in developing a Project Advisory Council and working with businesses in the community. They also sent letters to individual members of the chamber and parents of the Laboratory School students.

In addition, the staff also used newspapers and the radio to gain publicity. In the first year of the project one long article dealing with career education appeared in both the Greeley Tribune and the Town and Country. In the second year of the project, the project had one long article dealing with career education and six shorter articles. The shorter articles described programs and activities in each of the pilot schools in which Project Associates worked. Three articles dealing with the project, as well as a follow up on the District Six Board of Education meeting in which the staff reported to the Board, appeared in the Tribune the third year. The project report to the Board of Education appears in Appendix E.

The project and career education also received publicity via the radio. Both the Project Director, the Curriculum/Inservice Coordinator were interviewed on a local program entitled "Up With Weld County." The program is designed to keep people informed of events in Weld County.

During each of the three years of the project staff used an Advisory Council. The Council was generally very responsive. For the most part, members of the Council assisted in many ways as individuals rather than as a group.

In addition, several members of the staff talked to service, social, and other groups in the community. Among the groups to which staff members talked were the Kiawanas of the Rockies, the PEO Sisterhood, and the American Association of University of Women.

Generally, the community is much more informed regarding career education than it was before the project began. In addition, there is considerable support for career education. There is, however, still a need to develop a greater in-depth understanding of the concept. Many persons still associate career education exclusively with vocational education and job training.

Career Education in the College of Education

The project staff attempted to increase the emphasis upon career education in the University of Northern Colorado so that future teachers, counselors, and administrators graduating from UNC would be better prepared. It was assumed that new educational staff trained in the use of career education concepts, strategies, techniques, and materials would insure increased emphasis upon career education in schools.

The emphasis upon career education for future teachers, counselors, and administrators was basically in two directions. First, the Preservice Coordinator, also the Chairman of the Foundations of Education Department at UNC, helped to develop career education units for basic concepts classes in his department. Every education major at UNC must take the basic concepts class.

In addition, the Preservice Coordinator along with assistants and other members of the career education project staff, presented classes on career education to numerous instructors and staff in the College of

Education, as well as to methods instructors in other colleges and schools. Almost every member of the project staff, at least once, presented classes to students at UNC.

In terms of amount of money the project expended, there was little emphasis on career education at the university level. It seemed, however, that the project realized considerable gain with the small amount of expenditure. Every student majoring in education is now exposed to career education. In addition, numerous instructors have asked members of the staff to give presentations and directed students to career education materials located in the project office. Although many persons visited throughout the project, traffic to the office was particularly heavy in the summer of 1975 when hundreds of students visited and used the career education materials.

Career Exploration at Heath Junior High

The project staff worked with staff at Heath Jr. High School in the spring of 1975 to increase career exploration opportunities for junior high school students at Heath. One of the main purposes of this effort was to offer an example in the use of community resources and the implementation of career education to cooperating members of the Heath staff.

The project staff provided numerous services to the Heath staff. They helped to organize instructional materials in U.S. Office of Education clusters. They helped to familiarize teachers with the career education center in Heath and conducted several classes. Classes focused upon job interviews, applying for jobs, exploring careers, and other career related areas. The staff worked with teachers from drama and journalism classes.

As a part of the work at Heath, the staff members helped to plan and coordinate field trips to several places. In addition, they helped to coordinate the use of several resource speakers.

Guidance Newsletters

During the second and third years of the project, the Guidance Component staff developed newsletters. The newsletters were for high school juniors and seniors. The general purpose of the newsletters was to develop career awareness and a greater knowledge of the important skills and procedures in career development, e.g. applying for a job and interviewing for a job.

The staff wrote and distributed 15 newsletters in the two years. Each ranged from three to five pages in length. In the fall, newsletters were sent to seniors. In the late winter and spring the Guidance staff sent them to juniors.

Topics varied considerably from issue to issue. For example, an early topic during the second year of the project concerned financial aid for college-bound students. Subsequent issues also discussed two-year technical programs and apprenticeships for several jobs. Many of the newsletters contained articles that began with the question: have you thought of becoming . . ? The articles then provided a brief description of the career and requirements necessary to perform in the career.

In addition, the newsletters also dealt with the process of applying for jobs, interviewing, and other important steps that are necessary as a high school student moves through the stages of career development. One issue considered several aspects of the military service. Another dealt with non-traditional careers for women. Copies of these newsletters appear in Appendix F.

Development of Career Education Materials

The project staff provided assistance in the development of two products which may have the potential to increase career education knowledge and application in the fields of biology and guidance. The first document entitled "Biology Career Investigation" was developed by Paul Richard, a biology teacher in the UNC Laboratory School.[4] The second entitled "Job Information System"[5] was prepared by Richard Perrizo of the project staff. In the introduction to "Biology Career Investigation" Richard stated:

> One of our greatest weaknesses in teaching biology is the lack of relating what you do as a student in the laboratory to the real world of work and career opportunity.
>
> We as teachers usually seldom make this vital link between our science and science careers. . .
>
> In order to remedy the shortcomings of career information in biology laboratory work, the investigations in this manual were developed. At the end of each investigation is a section entitled "APPLICATION." This section attempts to relate a career area of biology to each investigation itself and provide you with general knowledge of what science careers are available and their relationship to your classroom investigation. You will have to seek additional information yourself on any career area in which you have an interest at some later time.

The staff assisted in the development of this document by providing paper for its construction, typing services, and information on careers by consulting project staff members.

The Job Information System was completed in June 1976. It provides an opportunity for individuals to determine their self interest according to several categories. The categories include temperment, interests, work conditions, and training. After a person has determined these interests,

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[4]Paul W. Richard, Biology Career Investigations, (The University of Northern Colorado, Greeley, Colorado, 1976).

[5]Richard Perrizo, Job Information System, (The University of Northern Colorado, Greeley, Colorado, 1976).

the system allows him or her to access job descriptions in the Colorado VIEW System. By using the system, a person can determine his or her interests and learn of specific jobs which might help relate to those interests.

Placement

Dr. Maurice Ward of UNC conducted a study on the need for and status of placement activities within Greeley Central and the University High School. The purpose of the study was to help in directing the attention of project and school personnel to students' needs for placement and to demonstrate the need for placement assistance in the school setting.

The study involved the use of two instruments. The staff used the first instrument to determine placement needs as perceived by a counselor from Greeley Central High School and a counselor from University High School. Results indicated that the two schools did little in the area of placement.

The second instrument used in the placement study determined the needs for placement activities, as perceived by sophomores, juniors, and seniors in Greeley Central High and University High School. Student responses indicated they felt a great need for career counseling.

The study helped to increase the awareness of placement needs on the part of several groups. For example, the study helped to make counselors in Greeley Central and the University High School more aware of students' perception of needs in the areas of placement. In addition, results of the study helped to make personnel in several agencies of the community more aware of placement needs within the community.

Several community agencies and organizations were involved in various aspects of the study. For example, the Human Resources Department of Weld

County, Aims Community College, several youth services organizations, and other groups met to discuss placement and counselor needs within the area. One reason for the study and emphasis on placement is the overlapping nature of past efforts to place students. Close to 15 agencies have been involved in placing students in jobs either on a full time basis or on a part time basis. For this reason, an obvious need in the area is to coordinate the placement activities in several agencies and organizations. This is part of the background and thinking from which the study emerged. This background, in part, lead to the development by District Six to coordinate placement of cooperative education students in the community.

Aims Community College

The staff participated with members of the Aims Community College Vocational Education Department to develop a profile of businesses in the community. The purpose of the project was to provide better information about many aspects of employment in the Greeley-Weld County area.

The staff provided money to pay two persons to update a profile of employment in businesses and organizations. The two persons conducting the survey ascertained names and descriptions of businesses, the number of employees in jobs by sex, the present availability of positions, and projections of future needs in those jobs. The survey yielded considerable information on jobs in the Greeley area.

Information on the 200 plus businesses will be placed in a computerized system for more convenient retrieval. As of the date of this report the information had not yet been adequately prepared for processing because of programming difficulties. The people from Aims Community College have assured project staff that the information and the system for processing it will be ready within a few months. When ready, it should

provide ready access to important data on employment in the community. It should help in both the placement of students and cooperative education programs and employment of students and other kinds of programs.

EVALUATION

This section of the report includes the entire Third Party Evaluation of the Exemplary Career Education dated July 1976. The evaluation report completed by Jerry P. Walker and James M. Weber is for the third year of the project. Evaluation reports for the first and second years of the project appeared in the Interim Reports of the project dated October 1974 and July 1975.

Third Party Evaluation of the Exemplary Career Education Project in Weld County District No. 6 Greeley, Colorado

by

Jerry P. Walker

James M. Weber

July 1976

35

Table of Contents

Topic	Page
INTRODUCTION	33
Audiences and Purpose	33
Structure of Report	34
Project Overview	34
EVALUATION METHODS AND FINDINGS	38
The Evaluation Process	38
Limitations	38
Findings	39
Student Performance	39
Teacher Inservice	41
Faculty Awareness	44
Guidance Newsletters	45
DISCUSSION AND OBSERVATIONS	49

INTRODUCTION

Audiences and Purposes

The rationale for evaluating a project such as the University of Northern Colorado's (UNC) Exemplary Career Education Project is usually one of providing information from which decisions can be made to alter and improve such projects. In the instance of this third party evaluation, it is difficult to identify with certainty the decisions that might be served by the evaluation report. It is difficult because of the fact that this report postdates the UNC project. The project will not be continued under VEA, Part D funding and it is unknown whether or not it will be supported by other sources such as the Greeley, Colorado public schools. Thus, the report will attempt to provide some findings and recommendations of value to persons in BOAE, to other career education evaluators, and to those individuals having an interest in the continuation of all or segments of the project in Greeley's schools.

The full project report for FY 76, when combined with final reports from previous years and the several fiscal documents associated with the project, should suffice to describe the project in terms such specifics as total dollars, staffing, materials, equipment, numbers of teachers, administrators, counselors, students and so forth. Thus, this report will not attempt to duplicate the listing of these project details. Rather, it will highlight those aspects of the project having to do specifically with the project's objectives, the treatments and learner outcomes.

Thus, as an introductory note, the reader should be aware that this report is but one part of the project's final report and that since the

project is not being continued, this report does not focus heavily on specific recommendations for improvement. It is hoped however, that some of the overall discussion herein will be useful to those concerned with macro issues relating to the conceptual, operational, and evaluative dimensions of career education nationally.

Structure of the Report

The report will be presented in three major sections. First, this Introduction will briefly describe why the project was evaluated and for whom; an overview of the project will be provided. The second section will describe the Evaluation Methods and Findings by outlining the major evaluation steps, the study limitations, and the specific findings from the data. A third section will be a Discussion and Observations which will attempt to interpret the major findings and will reflect a bit on the state of the art in evaluating career education.

Project Overview

As mentioned above, the specifics about the project's size, duration, funding, staffing and so forth are contained in the comprehensive final report(s) issued to the Colorado State Education Department and to USOE's Bureau of Occupational and Adult Education. The overview provided here will depict the major project's strategies and components.

Underlying Strategy--Before discussing the project's specific operating components, it is appropriate to describe the basic strategy used to bring career education to Greeley, Colorado public schools and to the University of Northern Colorado. Although this strategy has not been explicitly documented in any of the project proposals or reports, it is readily inferred from observing the actual practices within the project

and from interviews with nearly all the key project staff at UNC and the Greeley public schools. It will be termed a "leverage" strategy (although other terms such as "indirect," "catalytic," "diffuse," or others would serve as well).

For the sake of clarity and description, the so-called leverage strategy can be contrasted with one entitled "Learner Intervention." It is quite important to understand the different intent and consequences of these two contrasting strategies for "doing career education." Figure I provides some of the key differences across several dimensions of each strategy.

Figure I

Strategies for Implementing Career Education

Dimension	Leverage	Learner Intervention
Key Target Audiences	Administrators, Counselors, Professors, Teachers	Teachers, Counselors, Classroom Learners
Success Criteria	General Awareness: "Turned On"; Incentive/ knowledge to pursue strategies; knowledge of who to turn to, when, how, and for what; expressed in terms of demographic information and testimonial.	Increased Career Education Knowledge, Skills, and Attitudes; keyed to behavioral objectives and expressed in statistical terms.
Typical Treatments	Materials Acquisition and Distribution; Inservice Teacher Education; workshops; planning conferences.	Curriculum Units; Teacher syllabi; Behavior objectives; Mastery tests.
Planning Requisites	General Vision; Philosophical orientation; access to key actors; wide latitude in implementation.	Known scope and sequence for learner objectives; trained teachers administrative support
Principle Advantages	Latitude and Flexibility to pursue options; greater potential for widespread and continuing adoption.	Direct services for learners, career development progress.
Principle Disadvantages	No Clear Linkage to learners; non-replicability	Limited scope of benefits premature definitions

The notion of a leverage strategy as one which depicts the UNC project is important because it explains much about this and many other similar career education projects. Where a project fits along a continuum from a Leverage to a Learner Intervention strategy does not describe it qualitatively; it does, however, allow one to place a project in a larger perspective and it helps define realistic expectations for its performance.

Major Components--The principal thrust of the project centered around inservice and preservice courses, guidance, mini-grants and career centers. The inservice and preservice offerings were Introduction to Career Education, The Valuing Approach to Career Education and Value Clarification. It was through these courses that the projects' main linkage to classroom learners was established. The inservice teacher would use the ideas and materials from the courses in their own classrooms. While all of the teachers interviewed indicated that the inservice courses were of direct benefit to their teaching, it is important to note that there were no written learner objectives in common use among the teachers. The guidance and career center components were interrelated in that a guidance counselor would direct the career centers. Three centers were locations where a wide variety of career education materials were available to the students. The Guidance Newsletter was published monthly by the project and distributed free to the high school students.

Mini-grants were means of providing classroom teachers with small grants (usually $200 to $300) with which they could purchase supplemental career education materials or equipment for their classes.

EVALUATION METHODS AND FINDINGS

The Evaluation Process

The evaluation process used by the third party evaluators centered around seven major steps. These steps were:

1. Proposal Preparation. Developed prior to the 1975-76 academic year, the proposal to the UNC project staff outlined the major purposes, strategies, products and resources required.

2. Evaluation Design. Following the formal proposal and contractual steps, the evaluation prepared an evaluation design which spelled out specific responsibilities, timelines, instrumentation needs, sampling and report formats. This design was based on a review of project documents and on-site visits with all of the project's key staff members.

3. Formative Evaluation Site Visits. Focusing on the published process objectives used by the project, formative site visits were conducted by both of the evaluators (on separate occasions). The evaluators interviewed key project staff about the progress to date and, if any, the major problems within his/her area of responsibility are spelled out in the project's process objectives. Written summaries of these visits were given to the project director.

4. Instrumentation. Concurrent with the formative visits and reports, draft instruments were prepared and submitted for review. The reviews were conducted by several of the project staff and by teachers/counselors participating in the project.

5. Instrument Revision. Based on the feedback from the review team, the set of instruments was revised and distributed to the project for printing and administration.

6. Data Analysis. The data from the instruments were coded, processed and analyzed by the third party evaluators and are presented in this final report in a summarized, tabular form.

7. Report Preparation. The final evaluation included the preparation of this final report as well as the interim formative reports given to the project. Per contract agreement, 15 copies of the final report were submitted.

Limitations

There are several limitations to the evaluation. They should be

kept in mind when reviewing the findings.

1. Instrumentation. The project had no stated learner performance objectives. The student tests, therefore, were developed on the basis of what the objectives might be from inferences drawn from scanning materials and interviewing project staff and teachers. Thus, the instruments did not have any validity or reliability estimates established.

2. Selection of students. Although project staff made an effort to locate "uncontaminated" but otherwise comparable students to use the control groups, there are no data to support the control groups comparability to the treatment students.

3. Posttesting only. Time and resources simply did not permit both pre and post testing. Thus, the data reflected only post differences between treatment and control.

Findings

In the section below, the principal findings are presented in terms of student performance, effect of inservice experiences on teachers, faculty awareness, and the student's reaction to the Guidance Newsletter.

Effects on Student Performance--Even though there were several substantial barriers--in both the nature of the project and the evaluation--to a fully credible evaluation of the project's effects on student performance, the attempt was nevertheless made to measure these effects. After review and revision, four different instruments* were administered to approximately 700 students in grades 2-12. The summarized results of the test scores are provided in Table II.

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* See Appendix A: Career Education Inventories for grades 1-5 & grades 6-7; grades 8-12. social studies; and grades 8-12: math/science.

Table II

A Summary of the Student Performance Data

Grade Levels	Specific Grade Tested	Scales (Scores)	GROUPS: Control n	Control $\bar{x}$	Control s^2	Treatment n	Treatment $\bar{x}$	Treatment s^2	t-Value
K-5	2	Career Awareness	30	10.7	5.6	92	10.6	4.3	- .33
		Self Awareness	30	40.2	18.9	92	39.7	10.8	- .62
	4	Career Awareness	26	13.7	1.3	80	12.7	2.8	-2.80*
		Self Awareness	26	43.2	31.6	80	42.6	14.5	- .56
	2 and 4 combined	Career Awareness	56	12.1	5.8	172	11.6	4.7	-1.54
		Self Awareness	56	41.6	26.5	172	41.1	14.5	- .79
6-7	6	Self Awareness	13	127.0	69.0	44	132.1	159.4	1.38
	7	Self Awareness	44	135.0	148.6	66	133.9	138.3	- .46
	6 and 7 combined	Self Awareness	57	133.1	140.3	110	133.2	146.1	.03
8-12	9	Career Awareness (Math Science)	32	10.6	7.2	41	8.7	7.9	-2.90*
	9	Career Awareness (Social Studies)	55	10.7	5.8	19	11.4	9.7	1.01
10, 11, & 12		Career Awareness (Math Science)	58	10.4	8.3	30	11.1	4.8	1.25
10, 11, & 12		Career Awareness (Social Studies)	30	12.8	11.8	47	12.9	8.0	.14

* Significant at = .05 significance level

The major finding from these data is that there are no scores that are significantly higher for the treatment students over the controls. In fact, the only two t-value differences which were significant were in favor of the control groups (Career Awareness, Grade Four and Career Awareness--Math/Science, Grade 9). While the "Discussion" section will comment further on these findings, to the extent that treatment and controls were comparable and the instruments were valid and sensitive to the true treatments, it is apparent that the project had no positive impact on the students' career or self awareness. It must, however, be noted that the assumptions of group comparability, and instrument validity/sensitivity cannot be empirically supported. Further, the absence of positive effects on the two dimensions of self awareness and career awareness, does not mean that the project could not have had positive impact on a variety of other dimensions.

Effects of Teacher Inservice Experiences--Two instruments were used to measure the effects of inservice experiences on teachers. They were entitled "Attitude Toward Career Education" and "Knowledge of Career Education" (See Appendix A). Thirty-five teachers were randomly selected as control teachers. None of them had received any of the inservice experiences offered by the project; 114 teachers who had taken/received one or more of the inservice offerings took both of the instruments. The numbers for the control and inservice teachers by grade levels were as follows:

	Inservice	Control
Grades K-5	77	15
Grades 6-7	17	5
Grades 8-12	20	15
Totals	114	35

The results for each grade level and type of inservice experiences are presented in Table III. The F-values indicate significant differences for the K-5 teachers and the 6-7 teachers. However, these values indicate only that some significant differences exist within the range of all possible comparisons among the different groups--including the control group. When looking at each possible comparison with the control group, the following four differences were significant at the .05 level.

1. The K-5 teachers who took only the "Introduction" course ($N = 8 - \bar{X} = 33.$) had significantly higher "Attitude" scores than the control teachers ($N = 15; \bar{X} = 55.7$).

2. The K-5 teachers who took only the "Introduction" course ($N = 8 - \bar{X} = 42.8$) had significantly higher "Knowledge" scores than the control teachers ($N = 15 - \bar{X} = 37.3$).

3. The 6-7 teachers who took the "Values Clarification" and "Introduction" course ($N = 3 - \bar{X} = 63.$) had significantly higher "Attitude" scores than the control teachers ($N = 5 - \bar{X} = 51.6$).

Table III

The Relation Between Project Sponsored Inservice and Teacher Attitude/Knowledge

Grade Levels Served	Scales	Inservice Experiences (Groups)	Group Statistics n	$\bar{x}$	s^2	F-Values	Comparisons of Major Interest*
K-5	Attitude Toward Career Education	(1) VACE, Introd., Mini-grants	9	61.1	6.1		A - NS
		(2) VACE, Introd.	33	58.9	36.3		B - NS
		(3) VACE, Mini-grants	4	58.3	15.6	2.68**	C - NS
		(4) VACE	23	58.1	23.8		D - NS
		(5) Introd.	8	63.3	45.1		E - NS
		(6) Control (K-5)	15	55.7	14.5		F - **
	Knowledge of Career Education	(1) VACE, Introd., Mini-grants	9	38.9	5.6		A - NS
		(2) VACE, Introd.	33	38.8	12.6		B - NS
		(3) VACE, Mini-grants	4	36.5	1.7	2.56**	C - NS
		(4) VACE	23	39.0	19.9		D - NS
		(5) Introd.	8	42.8	17.1		E - NS
		(6) Control (K-5)	15	37.3	15.4		F - **
6-7	Attitude Toward Career Education	(1) Values Clar., Introd.	3	63.0	13.0		A - **
		(2) Values Clar.	12	60.6	28.8	4.36**	B - **
		(3) Introd.	2	60.0	18.0		C - **
		(4) Control (6-7)	5	51.6	31.3		D - NS
	Knowledge of Career Education	(1) Values Clar., Introd.	3	45.0	19.0		A - NS
		(2) Values Clar.	12	39.0	14.0	1.69 NS	B - NS
		(3) Introduction	2	40.5	4.5		C - NS
		(4) Control (6-7)	5	38.2	41.7		D - NS
8-12	Attitude Toward Career Ed.	(1) Introd.	20	56.4	56.5	1.13 NS	
		(2) Control(8-12)	15	53.7	38.5		
	Knowledge of Career Education	(1) Introd.	20	38.7	20.5	.88 NS	
		(2) Control(8-12)	15	37.5	10.6		

*These comparisons are as follows:
A- All groups vs control
B- Group 1 vs control
C- Group 2 vs control
D- Group 3 vs control
E- Group 4 vs control
F- Group 5 vs control

** Significant as .05 level
NS - not significant

4. The 6-7 teachers who took only the "Values Clarification" course ($N = 12 - \bar{X} = 60.6$) had significantly higher "Attitude" scores than the control teachers ($N = 5 - \bar{X} = 51.6$).

Although isolated, these differences do suggest that the Introductory and/or Values Clarification courses had some impact in changing the attitudes held by K-7 teachers toward career education. In addition, the Introductory course, in itself, increased the K-5 teachers knowledge of and Attitude Toward Career Education. While positive, these findings must be balanced by the data indicating that: (1) none of the 8-12 teachers had "Knowledge" or "Attitude" scores that were significantly higher than the controls; (2) the mini-grants, in and of themselves, had no significant impact on the scores; and (3) neither the Values Clarification nor the Introductory course significantly affected the 6-7 teachers' Knowledge of Career Education.

The "bottom line" generalization from these data (while noting the study's limitations described earlier) is that the Introductory course was quite positive in contributing to K-5 teachers attitudes toward and knowledge of career education. In addition, the Values Clarification course impacted on the Attitudes Toward Career Education held by the 6-7 teachers.

UNC Faculty Awareness of Project--A telephone survey was conducted in an attempt to gauge the overall awareness of the project on the part of UNC faculty. The assumption was made that if the project were successful in its role of providing a catalytic function for the university and the community, then a substantial proportion of the UNC faculty ought to at least be aware of the project.

The respondents to the phone survey were 42 of the approximately 100 faculty members in UNC's college of education. Each person

contacted was asked if she/he: (1) had heard of the project; (2) knew where it was located on the UNC campus; (3) had had contact with the project; and (4) knew the types of services available to UNC from the project.

The main results of the survey were as follows:

1. One half (21) of the 42 faculty members had heard of the project and most of them (16) were able to correctly identify its location on the UNC campus.

2. Sixteen of the 21 faculty members who knew about the project had had direct contact with it in one form or another.

3. The services provided by the project were viewed by the faculty as: (1) providing career education materials--7 mentions; (2) providing general career orientation/consultation to faculty or students (6 mentions); and (3) giving career education lectures/talks to graduate and undergraduate classes (4 mentions). Four respondents were unaware of specific services and two incorrectly viewed the project as a vocational placement or guidance service for UNC students.

Although no norm exists with which to compare the survey results, it does seem that the 50 percent "awareness rate" is reasonably positive for a university faculty. In addition, they usually knew what the project could provide for them. Thus, while no firm conclusions can be drawn about the effect of the project in terms of faculty awareness, the fact that one half of a busy faculty at a moderate-sized university was aware it existed and knew something about it seems reasonably positive. It partially supports the project's purpose of serving as a catalyst for career education at UNC and in the Greeley, Colorado schools.

Reactions to "Guidance Newsletter"--The major, tangible output of the project's guidance component was the publication of the Guidance Newsletter. It was distributed free to high school students throughout the school year. A questionnaire was developed to determine some of the Newsletter's effects on the students. The questionnaire (see Appendix A)

contained a 10 item, true-false quiz. These 10 items were intended to tap the major themes, ideas and concepts of the newsletter. Students who had received newsletters and who had <u>not</u> received newsletters were compared on the basis of their scores on the true-false quiz. Their average ($\bar{X}$) scores were identical. (Students receiving: $N = 40$, $\bar{X} = 6.9$, $s^2 = 1.67$; students not receiving: $N = 33$, $\bar{X} = 6.9$, $s^2 = 1.50$). Thus, to the extent that these items reflected the themes/messages of the newsletters, it made no difference on the students.

The other items in the questionnaire attempted to determine how the newsletter was perceived and used. The responses to these questions are presented in Table IV.

Most of the responses in Table IV are straight-forward and require little elaboration or interpretation. The overall results of the questionnaire seem to indicate:

- that students believed certain messages about career guidance whether or not they received the newsletter
- student liked the newsletter, shared it with friends and parents, and saw it as useful to their plans after high school

Table IV

A Summary of the Study Data Related to the Guidance Newsletter

How would you rate the Guidance Newsletters?

Very Good	5%
Good	66%
No opinion or Don't Know	24%
Poor	5%
Very Poor	0%

In relation to other high school publications you have received, how would you consider the Guidance Newsletter?

Very Good	12%
Good	66%
Poor	18%
Very Poor	4%

Which copies of the Guidance Newsletter did you receive? (Check all that apply.)

September	22%
October	23%
November	27%
December	19%
January	30%
February	26%
March	25%
April	22%
Received none	45%

If you received copies of the Guidance Newsletter, what types of information did you consider useful? (Check all that apply.)

Occupational Outlook	60%
College Information	51%
Financial Aides Information	19%
Jr. College Information	8%
Testing Information	20%

About how much time did you spend reading each of the Guidance Newsletters you received? (Check one.)

More ½ hour	0%
½ hour	13%
15 minutes	15%
10 minutes	40%
5 minutes	27%
less than 5 minutes	5%

Table IV continued

Have you talked about or shown your Guidance Newsletter or any of the materials in it to your: (check all that apply.)

Friends	22%
Parents	86%
Counselors	0%
Others	2%

What article or materials in your Guidance Newsletters did you find most interesting/helpful in planning your own future?

*Most Frequent Responses:
(a) college outlook and information
(b) occupational outlook and related information
(c) test and financial aid information
(d) interesting, but I have already decided on something
(e) not sure

---

* The responses indicated in some instances represent abstractions of those actually specified by the students.

DISCUSSION AND OBSERVATION

Clearly, the quantitative evaluation findings from the project are not positive. And while there can be no conclusive answer to the "Why?" question, the best response here is to reemphasize the earlier discussion of the project's strategy and the limitations to the evaluation. These are not independent factors in explaining the general pattern of the findings. The evaluation limitations are both cause and consequence of the leverage strategy pursued by the project. For example, the non-existence of learner objectives prohibits a meaningful construction of criterion-reference tests; yet the presence of a third party evaluation bent on attempting to tap learner outcomes reinforces the tendence away from learner objectives. The points highlighted below capture what seem to be the principal facts, lessons, hunches from the evaluation.

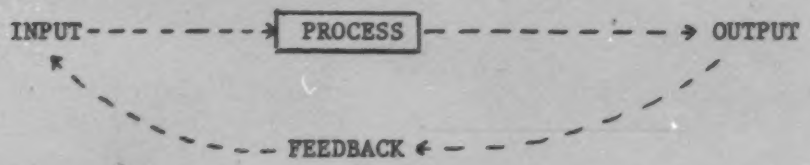
1. The project did demonstrate that it could provide inservice courses to increase teachers' knowledge about and attitude toward career education. Beyond that, there was little emperically demonstrable evidence of its success.

2. Extensive interviews with project staff, school personnel and students resulted in convincing--abeit not empirically demonstrable--impressions that key administrators, counselors, teachers, and lots of students were "turned on" to career education in ways that are lasting and could not have happened without the UNC project.

3. The problems of operationalizing an educational concept such as career education are immense. They stem from the dilemma of simultaneously being expected to define its content while bringing about increased learner performances. All the interpersonal, conceptual and methodological issues of educational evaluation are caught up in that same dilemma.

CONCLUSIONS

This section of the report borrows from systems terminology and concepts to explain the conclusions stated. The basic concepts employed are input, process, output, and feedback. Systems involve the processing of input into output. Information about the output or feedback is transmitted back into the input or process for the system to recycle. The diagram which follows represents a system and the four concepts.



The conclusions which follow are tentative in the sense that they, in many cases, cannot be backed by hard empirical data. They are the result of an analysis of existing data plus the opinions of project staff and other persons associated with the project. They are presented in hopes that the direction or emphasis they suggest will aid persons working with similar projects.

1. The need for receptive teachers is crucial in implementing career education. Every other ingredient for implementation except receptive teachers may be present, but changes will not occur if the teachers do not wish it. Teachers must have an understanding of career education curriculum, instructional materials, and enthusiasm. To the extent that teachers are not receptive to implementing career education, inservice education is needed to gain receptivity.

2. The development of curriculum is particularly important in implementing career education. Without it as an input, implementation will not occur.

Because career education is a process or an approach, teachers will modify their individual curricula. That is, teachers infuse their own idiosyncratic strategies and techniques into individual class situations. They may borrow instructional materials and/or techniques from other persons, but ultimately they will make their own modifications.

Curriculum is related to several other important areas and considerations. The fact of overlap, however, does not diminish the importance of curriculum in the process of implementing career education.

3. The organization of a project, such as the Career Education Project, must follow the commitment of all involved organizations or groups. Commitment is first of all essential. Secondly, lines of authority and communication must reflect the commitment. The project organization must be unmistakably interwoven into participating organizations or the coordination of organizational and project goals will not occur.

The Career Education Project organization was not sufficiently interwoven into the District Six and University of Northern Colorado structures to produce the change initially invisioned as necessary. The links with District Six did not facilitate the flow of information needed to implement career education fully in the district.

4. Ultimately the learning and teaching process is what transforms uninitiated students into those with an understanding of career education concepts. In the absence of sufficient understanding of the process, this paper assumes that the proper input for the system will greatly enhance the prospects for the growth of students with an understanding of career education concepts. This input includes understanding and committed personnel, curriculum and instructional materials.

5. One conclusion is painfully obvious. The nature of career education is such that it is virtually impossible to obtain a valid measure of the career education understanding of students in a short time span. Output measures, in other words, cannot be determined adequately in one year. They should be measured on a longitudinal basis.

In addition, the project staff did not work directly with students. They sought to work with educational staff, who, in turn, worked with students. This work pattern increased the difficulty of measuring student output.

Finally, as noted in the evaluation section, the problems in obtaining suitable instrumentation to measure career education concepts and in controling variables to be measured are great. See the evaluation section for more discussion of this problem.

6. An important output from the project was the training of several graduate students. Thirteen students with little understanding of career education when they started the project worked as project associates. Most, if not all, gained a much better understanding of career education as a result of their work with the project. Most were ready to assume a direct role in implementing career education in other organizations. One project associate went from the project to the position of Coordinator of Career Education for the State of Wyoming.

7. Another significant output which will lead to measurable student output was the growth in understanding of career education on the part of teachers. Through planned inservice and other contacts with career education teachers and other staff gained a better understanding of and sympathy for career education. The third party evaluation for the third year of the project and the experiences of the project staff indicated considerable growth by educational staff.

8. From a systems framework, the concept of feedback is particularly important. Every system needs information which may indicate the need for adjustment. The project was able to obtain little feedback related to the most significant goal, namely the growth in career concepts by students. It did, rather, obtain and use indirect indices or proxies for the desired goals. For example, testimonials from educational staff obtained after the second year of the project and additudinal scores obtained by the third-party evaluators clearly indicated that teachers had a more positive attitude toward career education than before the project. There was a clear indication that teachers and staff were more receptive to career education than when the project began.

9. The use of process objectives is important. In planning project strategies, attention must be given to coordinating process and output objectives. That is, the project should be designed in a way that allows project staff to determine which process objectives have had an effect upon or assisted in obtaining output objectives.

APPENDIX A

GOALS AND OBJECTIVES

Objectives As Stated
In The Original Proposal

First Year

3.10 To establish an advisory council for the career-oriented education program in order to promote and solicit advice and information from students, parents, teachers, administrators and the community at large.

3.11 To identify and utilize community resources which can enhance career-oriented guidance, counseling, and placement.

3.12 To identify and utilize local community resources which can promote career awareness, exploration, and preparation.

3.13 To (a) select, (b) implement, and (c) evaluate the role of guidance and counseling in grades K-6 at the Laboratory School.

3.14 To (a) select, (b) implement, and (c) evaluate the role of guidance and counseling in grades 7-9 at the Laboratory School.

3.15 To establish the role of career guidance, counseling, and placement for grades 10-12 at the Laboratory School.

3.16 To (a) select, (b) implement, and (c) evaluate curriculum materials for career awareness in grades K-6 for the content areas of language arts and science at the Laboratory School.

3.17 To (a) select, (b) implement, and (c) evaluate career exploration clusters in grades 7-9 at the Laboratory School.

3.18 To establish firm career options for students 10-12.

3.19 a. To identify curriculum materials for career awareness in grades K-6 for the content areas of language arts and science.

b. To identify cluster materials for grades 7-9.

c. To identify curriculum materials 10-12 in subject areas of English and science.

3.20 To establish inservice training programs for administrators, teachers and other staff.

3.21 To provide preservice experiences for teachers and counselors in career-oriented education within the Laboratory School.

3.22 To identify areas of articulation and barriers to articulation, with area community colleges.

Second Year

3.23 To (a) identify, (b) select, (c) implement, and (d) evaluate curriculum materials for career awareness in grades K-6 for the content areas of math and social science at the Laboratory School.

3.24 To extend career exploration clusters in grades 7-9 at the Laboratory School.

3.25 To (a) select, (b) implement, and (c) evaluate materials for career awareness in grades K-6 in the content areas of language arts and science in District Six.

3.26 To (a) select, (b) implement, and (c) evaluate career exploration clusters in grades 7-9 in District Six.

3.27 To (a) implement and (b) evaluate guidance and counseling in grades K-6 in District Six.

3.28 To (a) implement and (b) evaluate exploration clusters for grades 7-9 in District Six.

3.29 To (a) implement and (b) evaluate a placement function within the guidance and counseling role in grades 10-12 at the Laboratory School.

3.30 To (a) establish, (b) implement, and (c) evaluate the role of career guidance, counseling, and placement in grades 10-12 in District Six.

3.31 To establish a process for eliminating identified articulation barriers with area community colleges.

3.32 To extend and evaluate inservice training programs for administrators, teachers, and other staff.

3.33 To extend preservice experiences within the Laboratory School and District Six for teachers and counselors in career-oriented education.

Third Year

3.34 To extend the application of career awareness education in grades K-6 in the content areas of language arts and science at District Six.

3.35 To implement and evaluate curriculum materials for career awareness in grades K-6 for the content areas of math and social science in District Six.

3.36 To expand the application of career exploration clusters in grades 7-9 in District Six.

3.37 To extend the guidance and counseling roles in grades K-6 in District Six.

3.38 To extend the guidance and counseling roles in grades 7-9 in District Six.

3.39 To (a) implement and (b) evaluate a placement function within the guidance and counseling roles in grades 10-12 in District Six.

3.40 To propose a process for establishing articulated curricula within the area schools.

3.41 To extend and evaluate inservice training programs for new personnel in District Six.

3.42 To continue to provide preservice experience for teachers and counselors in career-oriented education.

Objectives As Modified
May 8, 1974

First Year

3.10 To establish an advisory committee for the career-oriented education program.

3.11 To establish a process to identify and utilize community resources which can enhance career-oriented guidance, counseling and placement.

3.12 To establish a process to identify and utilize local community resources which can promote career awareness, exploration, and preparation.

3.13 To (a) select, (b) implement, and (c) evaluate the role of guidance and counseling in grades K-6 at the Laboratory School.

3.14 To (a) select, (b) implement, and (c) evaluate the role of guidance and counseling in grades 7-9 at the Laboratory School.

3.15 To establish the role of career guidance, counseling, and placement grades 10-12 in the Laboratory School and District Six secondary schools.

3.16 To (a) select, (b) implement, and (c) evaluate curriculum materials for career awareness in grades K-6 and in District Six elementary schools.

3.17 To (a) select, (b) implement, and (c) evaluate career exploration clusters in grades 7-9 in the Laboratory School and District Six schools.

3.18 To establish firm career options for students 10-12.

3.19 To identify curriculum materials 10-12.

3.20 To establish inservice training programs for administrators, teachers, and other staff.

3.21 To provide preservice experiences for teachers and counselors in career-oriented education within the Laboratory School.

3.22 To identify areas of articulation and barriers to articulation, with area community college.

3.23 To further (a) identify, (b) select, (c) implement, and (d) evaluate curriculum materials for career awareness in grades K-6 in the Laboratory School and District Six elementary school.s

3.24 To extend career exploration clusters in grades 7-9 in the Laboratory School and District Six junior high schools.

3.25 To (a) select, and (b) evaluate materials for career awareness in grades K-6 in the content areas of language arts and science in District Six.

3.26 To (a) select, and (b) evaluate career exploration clusters in grades 7-9 in District Six.

3.27 To (a) implement and (b) evaluate guidance and counseling in grades K-6 in District Six.

3.28 To evaluate exploration cluster for grades 7-9 in District Six.

3.29 To (a) implement and (b) evaluate a placement function within the guidance and counseling role in grades 10-12 in the Laboratory School and District Six senior high schools.

3.30 To (a) establish, and (b) evaluate the role of career guidance, counseling, and placement in grades 10-12 in District Six.

Second Year

3.31 To establish a process for eliminating identified articulation barriers with area community colleges.

3.32 To extend and evaluate inservice training programs for administrators, teachers, and other staff.

3.33 To extend preservice experiences within the Laboratory School and District Six for teachers and counselors in career-oriented education.

Third Year

3.34 To extend the application of career awareness education in grades K-6 in the Laboratory School and in District Six elementary schools.

3.35 Omitted - included in 3.34.

3.36 To expand the application of career exploration clusters in grades 7-9 in the Laboratory School and in District Six schools.

3.37 To extend the teacher based guidance and counseling roles in grades K-6 in District Six schools and in the Laboratory School.

3.38 To extend the guidance and counseling roles in grades 7-9 in the Laboratory School and in District Six schools.

3.39 To (a) extend and (b) evaluate a placement function within the guidance and counseling role in grades 10-12 in the Laboratory School and in District Six schools.

3.40 To propose a process for establishing articulated curricula within the area schools.

3.41 To extend and evaluate inservice training programs for new personnel in the Laboratory School and in District Six.

3.42 To continue to provide preservice experience for teachers and counselors in career-oriented education.

APPENDIX B

COMMUNITY RESOURCES MATERIALS

SCHOOL AND COMMUNITY: A COOPERATIVE LEARNING PROJECT

Packet One

Career Orientation: Grades Six and Seven

Purpose of the Experience

The purpose of this experience is to provide students in sixth and seventh grades the opportunity to observe and explore a wide variety of occupational areas within the work environment of a local business, industry, or community agency by allowing them to observe the existing work situation under the assistance and guidance of a designated representative of that agency. This is a one day experience not to exceed four hours.

Objectives of the Experience

1. Students will examine a business or industry in detail by observation, interview and whenever possible, through "hands on" experiences.
2. Students will relate the comminity experience to their schoolwork by participating in preparation activities before the experience and follow up activities after the experiences and identified by teachers and students.
3. Specific learning objectives should be identified by teachers and students in relation to the specific learning experiences available at each business, industry or community agency.

Organization and Administration

1. The experience must be requested ahead of time so that arrangements with the business industry or community agency can be made at least two weeks in advance.
2. Experience must be arranged through the designated coordinator in order to avoid confusion and repetition.
3. Adequate supervision must be available for this experience (teacher or parent sponsored).

4. Preparation activities should include (1) parent permission slips, (2) teacher notification, (3) transportation, (4) classroom preparation for introduction, orientation and follow up on experience.
5. The experience should be related to an established class or school activity. If a teacher or counselor feels the experience is related to course content or guidance activities he/she may request the experience for their students.

Responsibilities of the School

1. Provide the sponsor who will supervise the experience at the business, industry or community agency.
2. Initiate the arrangements for the career orientation experience by contacting the designated coordinator.
3. Provide all necessary forms for use by students including permission slips, evaluation forms, and worksheets.
4. Make arrangements for transportation.
5. Inform the designated coordinator of any problems prior to, during, or after the orientation experience.
6. Evaluate the experience as requested by the coordinator.

Responsibilities of the Agency

1. Designate a contact person as the agency coordinator for career education experiences.
2. Must provide for adequate supervision and guidance for the students during their stay at the agency.
3. Make all necessary arrangements to provide the learning experiences as identified by the particular agency.
4. Inform the coordinator of problems associated with the experience prior to, during, or after the experience.
5. Evaluate each experience conducted in the agency.
6. Complete an end of the year evaluation of the cooperative learning project.

LEARNING OBJECTIVES FOR

CAREER ORIENTATION EXPERIENCE

Grades 6 and 7

I. School Related Objectives

1. Students will investigate the background and purpose (function) of the designated agency prior to the visit.
2. Students will research the number and kinds of occupations within that agency either prior to or during the visitation.
3. Students will be able to describe in oral or written form upon request by teacher or counselor any of the following:
   a. What kinds of occupations were observed?
   b. What were people actually doing?
   c. What skills and attitudes were observed?
   d. What did the student like best or least about the work environment?
   e. How do school activities relate to what was observed in the work environment?
4. Additional topics identified by teacher, counselor, or student:
   a.
   b.
   c.
   d.

SCHOOL AND COMMUNITY: A COOPERATIVE LEARNING PROJECT

Packet Two

Career Orientation: Grades eight and nine

Purpose of the Experience

The purpose of this experience is to provide students in the eighth and ninth grades opportunities to examine in greater depth the work environment of a local business, industry or community agency. The experience is designed to take place for up to one week not to exceed three or four hours per day. The focus of this experience is to allow small groups of students to observe and participate (whenever possible) in a variety of work activities at a particular business, industry or community agency.

Objectives of the Experience

1. Students will participate for up to one week, approximately 2 hours per day, in specific activities designated by a participating business, industry or community agency.
2. Small groups of students not to exceed six will examine the work environments through hands on experiences, observation and interview.
3. Students will relate the community experience to their school work by participating in preparation activities before the experience and follow up activities after the experiences as identified by teachers and students.
4. Specific learning objectives should be identified by teachers and students in relation to the specific learning experiences available at each business, industry or community agency.

Organization and Administration

1. The experience must be requested ahead of time so that arrangements with the business, industry or community agency can be made at least two weeks in advance.

2. Experience must be arranged through the designated coordinator in order to avoid confusion and repetition.
3. Adequate supervision must be available for this experience (teacher or parent sponsor).
4. Preparation activities should include (1) parent permission slips, (2) teacher notification, (3) transportation, (4) classroom preparation for introduction, orientation and follow up on experience.
5. The experience should be related to an established class or school activity. If a teacher or counselor feels the experience is related to course content or guidance activities he/she may request the experience for their student.
6. This experience should emphasize detailed observation and some participation in several occupational areas with a single business, industry or community agency.

Responsibilities of the School

1. Provide the sponsor who will supervise the experience at the business, industry or community agency.
2. Initiate the arrangements for the career orientation experience by contacting the designated coordinator.
3. Provide all necessary forms for use by students including permission slips, evaluation forms, and worksheets.
4. Make arrangements for transportation.
5. Inform the designated coordinator of any problems prior to, during, or after the orientation experience.
6. Evaluate the experience as requested by the coordinator.

Responsibilities of the Agency

1. Designate a contact persons as the agency coordinator for career education experiences.

2. Must provide for adequate supervision and guidance for the students during their stay at the agency.
3. Make all necessary arrangements to provide the learning experiences as identified by the particular agency.
4. Inform the coordinator of problems associated with the experiences prior to, during, or after the experience.
5. Evaluate each experience conducted in the agency.
6. Complete an end of the year evaluation of the cooperative learning project.

LEARNING OBJECTIVES

FOR

CAREER ORIENTATION EXPERIENCE

GRADES 6 and 7

I. School related objectives

1. Students will demonstrate knowledge of agency purpose and functions by _____.
2. Students will demonstrate an awareness of the different kinds of occupations involved in this agency by _____.
3. Students will be able to describe their own learning objectives in relation to this agency.
4. Students will be able to make a presentation to others about their experience.
5. Other objectives outlined by students and teacher.
   (a)
   (b)
   (c)
   (d)

SCHOOL AND COMMUNITY: A COOPERATIVE LEARNING PROJECT

Packet Three

Career Orientation: Grades 10 through 12

Purpose of the Experience

The purpose of this experience is to allow students in the tenth, eleventh or twelfth grade to explore in detail specific job activities in an occupational cluster of interest to them. The experience is designed to take place for a period of two weeks not to exceed three hours per day. The experience is intended for individuals rather than groups and specific tasks will be given to the student by the participating agency.

Objectives of the Experience

1. Students will participate for a period of up to two weeks, approximately 3 hours per day, in work activities designated by a particular industry.
2. Students will demonstrate an understanding of job activities by giving a special report, providing feedback to the agency in which he was located, keeping a daily log of his activities and reactions and fulfilling all learning objectives identified by student and teacher.

Organization and Administration

1. The experience must be requested ahead of time so that arrangements with the business industry or community agency can be made at least two weeks in advance.
2. Experience must be arranged through the designated coordinator in order to avoid confusion and repetition.
3. Each student must have a teacher sponsor.
4. Each student will be visited on the job by project staff personnel or by his teacher.

5. Preparation activities should include (1) identifying learning objectives, (2) parent permission slips, (3) teacher notification, (4) specific plan for follow up to experiences, (5) transportation (student is responsible).

Responsibilities of School

1. Inform students of various opportunities in the cooperative education for work exploration experience.
2. Assist student with fulfilling his responsibilities.
3. Provide student with all necessary forms including parent permission slips, teacher notification slips, evaluation forms.
4. Assist student with preparation activities and follow up activities.

Responsibilities of Student

1. Indicate interest for participation in experience.
2. Establish learning objectives to be submitted to agency and teacher.
3. Make arrangements to make up all assignments prior to missing classes.
4. Do preliminary study of agency and occupations (to be submitted to teacher sponsor).
5. Prepare a report and evaluation of the experience.
6. Make arrangements for transportation.

Responsibilities of the Agency

1. Provide at least one work supervisor for student.
2. Work supervisor should review learning objectives with the student.
3. Provide learning experiences identified by agency.
4. Inform career education coordinator of any problems associated with the experience.
5. Provide a yearly evaluation of the experience.

LEARNING OBJECTIVES

For

CAREER ORIENTATION EXPERIENCE

Grades 10 through 12

I. School related objectvies

1. Research agency and occupations.
2. Present information and experience to others.
3. Keep a daily log of experiences.
4. Specific objectives outlined by student
   (a)
   (b)
   (c)
5. Specific objectives outlined by teacher sponsor:
   (a)
   (b)
   (c)
   (d)

SCHOOL AND COMMUNITY: A COOPERATIVE LEARNING PROJECT

Packet Four

Senior Work Week

Grade 12

Purpose of the Experience

The purpose of this experience is to allow a senior in high school to work full time in one specific occupation for one week. This is a preparatory work experience designed to give the senior maximum information and experience in a specific occupation which he chooses to explore in depth.

Objectives of the Experience

1. Student will participate on a full time basis in a work role of his choice.
2. Student will provide feedback to the school and the agency in regard to his experience by specific reports, daily log of activities, evaluation of self and experience, other activities as designated by school or agency.

Organization and Administration

1. The experience must be requested ahead of time so that arrangements with the business industry or community agency can be made at least two weeks in advance.
2. Experience must be arranged through the designated coordinator in order to avoid confusion and repetition.
3. Each student must have a teacher sponsor.
4. Each student will be visited on the job by project staff personnel or by his teacher.
5. Preparation activities should include (1) identifying learning objectives, (2) parent permission slips, (3) teacher notification, (4) specific plan for follow up to experiences, (5) transportation (student in responsible)
6. This experience could be conducted as an independent study for a specific class.

Responsibilities of School

1. Inform students of various opportunities in the cooperative education for work exploration experience.
2. Assist student with fulfilling his responsibilities.
3. Provide student with all necessary forms including parent permission slips, teacher notification slips, evaluation forms.
4. Assist student with preparation activities and follow up activities.
5. Provide evaluation of experiences as requested by coordinator.

Responsibilities of Student

1. Indicate interest for participation in experience.
2. Establish learning objectives (to be submitted to agency and teacher).
3. Make arrangements to make up all assignments prior to missing classes.
4. Do preliminary study of agency and occupations (to be submitted to teacher sponsor).
5. Prepare a report and evaluation of the experience.
6. Make arrangements for transportation.

Responsibilities of the Agency

1. Make all necessary "on-site" arrangements to fulfill all work/learning experiences designated by the agency.
2. Provide at least one work supervisor for student.
3. Work supervisor should review learning objectives with the student.
4. Inform career education coordinator of any problems associated with the experience.
5. Provide a yearly evaluation of the experience.

LEARNING OBJECTIVES FOR

Senior Work Week

I. School related objectives

1. Prepare a written and oral report in regard to the experience.
2. Specific learning objectives outlined by student:

a.

b.

c.

d.

e.

II. Work related objectives

1. Discuss learning objectives with agency representative
2. Specific work objectives outlined by student

a.

b.

c.

d.

e.

SCHOOL AND COMMUNITY: A COOPERATIVE LEARNING PROJECT

Packet Five

Video Tape Interview, Grades 6, 8, 10

Purpose of the Experience

The main purpose of this experience is to allow students to observe and examine a work situation through video taping and interviewing techniques. In general, sixth graders will concentrate upon tools and equipment, their purpose and history; eighth graders will concentrate upon people in action using tools and equipment; tenth graders will concentrate upon people at work - their attitudes and feeling about what they do.

Objectives of the Experience

1. Students will become competent in video taping techniques prior to the visitation.
2. Students will become competent in interviewing technique prior to the visitation.
3. Students will plan video tape interview in detail prior to visitation. (Specific objectives should be identified by teachers and students).
4. Students will demonstrate an understanding of the purpose and function of the business or industry prior to their visitation.
5. Students will be able to present the video tape interview to other groups of students.

Organization and Administration

1. The experience must be requested ahead of time so that arrangements with the business industry or community agency can be made at least two weeks in advance.
2. Experience must be arranged through the designated coordinator in order to avoid confusion and repetition.
3. Adequate supervision must be available for this experience (teacher or parent sponsor).

4. Preparation activities should include (1) parent permission slips, (2) teacher notification, (3) transportation, (4) classroom preparation for introduction, orientation, and follow up on activities.
5. The experience should be related to an established class or school activity. If a teacher or counselor feels the experience is related to course content or guidance activities he/she may request the experience for their students.
6. Not more than five students should conduct the interview.

Responsibilities of the School

1. Provide the sponsor who will supervise the experience at the business industry, or community agency.
2. Initiate the arrangements for the career orientation experience by contacting the designated coordinator.
3. Provide instruction on video taping technique, interviewing techniques and background information on agency.
4. Provide opportunity for students to present their video tape interview to other students.
5. Make arrangements for transportation and equipment.
6. Inform the designated coordinator of any problems prior to, during, or after the orientation experience.

Responsibilities of the Agency

1. Make all necessary "on-site" arrangements for video taping of specific activities
2. Provide adequate supervision and assistance
3. Provide evaluation of the experience
4. Inform career education coordinator of any problems associated with the experience

LEARNING OBJECTIVES FOR

Video Tape Interview

Grades 6, 8, 10

I. School related objectives

1. Students will practice in video taping techniques
2. Students will demonstrate competencies in interviewing techniques
3. Students will have the opportunity to demonstrate their skills by presenting their interview to other groups
4. Students will become familiar with the purpose, function, and organization of the agency which they video tape
5. Students will determine exactly what they wish to video tape prior to the visitation
6. Other objectives outlined by the student or teacher includes:
   a.
   b.
   c.

CAREERS COURSE

Packet Six

Grades 10-12

Purpose of the Course

Many students feel that their "job" is teaching them valuable and useful skills and attitudes and would like to relate this work to some of their school activities and classes. This course is designed with that purpose in mind. More specifically, the objective of this course is to allow students to receive school credit for learning and working in the community.

Objectives of the Course

1. To help students relate their school work to "on the job" activities.
2. To help students explore career options and/or assist students in preparing for a specific occupation.
3. To provide students the opportunity to earn academic credit for good job performance.

Requirements of the Course

1. Students must be employed before enrolling in the class.
2. Students must be working a minimum of 12½ hours per week for the duration of the quarter.
3. Students must find a teacher or parent sponsor with whom he will meet at least once a week.
4. Student must prepare a proposal outlining his/her work and learning objectives which must be approved by the employer and sponsor.
5. Student must keep a daily log of "on the job" activities.
6. Students must complete a self evaluation at the end of the quarter.
7. Student will provide an evaluation by his/her employer at the end of the quarter.

8. Student will be able to answer the "career research questionnaire" as it relates to his work.

Rationale for Giving Credit

1. If a cooperative work experience results in learning, it should be recognized.
2. Credit is based upon how a student performs and what a student learns:
   a. How can student learning be measured?
      1) learning objectives
      2) daily log of experiences
      3) evaluation by student
      4) evaluation by student's employer
      5) evaluation by student's sponsor
      6) visits to students on the job by sponsor
   b. Student may select from two grade options: (1) S/U method, or (2) A B C method
   c. The course should not take the place of any required course in the curriculum
   d. The course is suggested as an independent study
   e. Number of credit hours can vary according to time involvement. It is suggested that two hours credit be given for 2½ hours of work per day for the duration of the quarter.

CAREERS COURSE

Contract of Agreement

Employer's Responsibilities

- agree to evaluate student's job performance two times per quarter
- agree to meet with the sponsor two time per quarter
- assist the student in identifying appropriate learning objectives related to his work

Sponsor's Responsibilities

- assist student in completing all required forms
- meet with student once per week for a designated amount of time in order to discuss student's work experience, problems, relationship of school to work, attitudes, etc. (minimum time of 20 minutes per week)
- agree to visit the student at least two times on the job and to talk with the employer at least two times
- assist the student in identifying appropriate learning objectives related to his work
- agree to evaluate the student at the end of the quarter based upon (a) employers evaluation, (b) student self evaluation, (c) daily logs kept by student, (d) visitations, (e) career research questionnaire

Parent's Responsibilities

- Parents (or guardians) agree to let the student participate in the careers course

Counselors or Teachers or Administrators Responsibilities

- make information about career course available to interested students
- assist in providing teacher, or parent sponsors for this experience

Student's Responsibilities

- secure employer's agreement to participate in the careers course curriculum
- find a sponsor (discuss this with the counselor)
- work a minimum of 12½ hours per week for the duration of the quarter
- submit "contract of agreement" with all signatures to sponsor (Form 1)
- complete and submit to sponsor "outline of learning objectives" (Form 2)
- complete and submit to sponsor a self evaluation at the end of the quarter (Form 3)
- submit to sponsor an evaluation by employer (Form 4)
- request an evaluation by sponsor twice per year (Form 5)
- complete career research questionnaire (Form 6)
- keep a "daily log" of on the job activities
- inform sponsor if employment is terminated

Signatures:

employer_____

sponsor_____

parent_____

student_____

CAREERS COURSE

Learning Objectives

Name of Student _____

Occupational Area _____

The following outline describes (1) the vocational skills I hope to acquire or improve; (2) the attitudes I hope to acquire or improve; (3) academic skills I hope to acquire or improve as a result of my participation in the careers course.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

_____
Employers Signature

_____
Teacher Sponsor

_____
Student Signature

Student Self Evaluation

Name _____ School _____

Sponsor _____ Grade _____

Industry _____

Occupation _____

List of 5 Major Objeetives	List Evidence of Completion
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Rate yourself in the following areas using this code:
5 = excellent 4 = very good 3 = good 2 = fair 1 = poor 0 = not applicable or I don't know

Neatness	
Courtesy	
Work attitude	
Cooperation with sponsor	
Cooperation with employer	
Initiates learning	
Communication	
Use of resource material to learn	
Understands tasks	
Takes responsibilities	
Initiates work tasks	

Rate this course using the following code: 5 = excellent, 4 = very good, 3 = good 2 = fair, 1 = poor, 0 = not applicable or I don't know

1. This course provided a challenging learning experience.	
2. This course activity involved me in the learning process.	
3. This course helped me relate school work to the world of work.	
4. I was engaged in problem solving through this course.	
5. This course helped me meet responsibilities.	
6. This course helped me make decisions.	
7. All things considered, I rate this course	
8. I rate my own contribution to this course	

Date _____

EVALUATION BY EMPLOYER

(For Career Course Student)

Name of Student _____ Grade _____

School _____

_____

Name and Address of Company

_____

Name and Title of Authorized Representative Making Evaluation

	Initial Report (Should be filled out approximately 2 weeks after student starts course)	End of Quarter
Neatness (personal grooming)		
Courtesy		
Honesty		
Attendance: Punctual		
Calls in When Absent		
Accepts constructive criticism		
Cooperates with supervisors & co-workers		

	Initial Report (Should be filled out approximately 2 weeks after student starts course)	End of Quarter
Takes pride in work		
Shows initiative		
Completes assigned tasks		
Understands job procedures		
Works well without supervision		
Able to follow directions		
Accuracy in work		
Observes rules		
Uses equipment/supplies properly		

Code:
- 5 Excellent - very high quality, high level of performance for individual student
- 4 Very Good - high quality, good level of performance for individual student
- 3 Good - satisfactory quality and level of performance
- 2 Fair - low quality, student not performing at his level of capability
- 1 Poor - poor quality, student performing far below level of capability
- 0 Requires Help - tasks are too difficult for student, learning objectives should be re-evaluated
- X Requires Help - student needs more individual assistance from teacher sponsor, employer, or parent

Date _____

EVALUATION BY SPONSOR

(For Careers Course Student)

Name of Student _____ Grade _____

School _____

Sponsor _____

Industry _____

Occupation _____

	Beginning of School Year (approximately 2 weeks after Start of quarter)	End of Quarter
Neatness (personal grooming)		
Courtesy		
Student's morale		
Completion of course assignments		
Cooperates with sponsor		
Shows initiative in learning		
Communicates well		
Makes use of books, supplies and facilities		

Code:
- 5 Excellent - very high quality, high level of performance for individual student
- 4 Very Good - high quality, good level of performance for individual student
- 3 Good - satisfactory quality and level of performance
- 2 Fair - low quality, student not performing at his level of capability
- 1 Poor - poor quality, student performing far below level of capability
- 0 Requires Help - tasks are too difficult for student, learning objectives should be re-evaluated
- X Requires Help - student needs more individual assistance from teacher sponsor, employer or parent

Career Reserach Questionnaire

1. What career are you researching?
2. What are the job duties?
3. What is the work environment?
4. What are the hours?
5. What are the earnings?
6. What are the fringe benefits?
7. What is the current and future demand?
8. What are the opportunities for advancement?
9. What are the disadvantages or hazards?
10. What aptitudes (abilities) must you have?
11. What kinds of interests would be helpful?
12. What sort of temperment would be helpful?
13. What physcial requirements are needed?
14. What are the educational or training requirements?
15. What classes would be helpful?
16. Where are these jobs located?
17. Where is training or education available?
18. What are some related occupations?

APPENDIX C

INSERVICE COURSE OFFERINGS 1975-76

CAREER EDUCATION

INSERVICE

The following Career Education classes are being offered to school personnel in the Greeley area for Fall quarter. These classes are contracted by the Exemplary Career Education Project and School District 6 so that you may receive three quarter hours UNC graduate credit for only $20.00. Participants may register at the first meeting of the class. (See schedule below). If there are questions pertaining to these Inservice course offerings, please feel free to call me. We hope to see many of you involved in Career Education Inservice classes throughout the year!

We have some plans for Winter and Spring Quarters, but we also seek your suggestions as to kinds of Inservice you would like. All courses will carry three quarter hours UNC graduate credit. Please fill out the form at the end of the second page and give to your principal no later than October 15. Thanks!

Marcia Osborn
Curriculum/Inservice Coordinator
Exemplary Career Education Project
351-2321 - Office
352-4668 - Home

FALL QUARTER

I. EDCI 508 - INTRODUCTION TO CAREER EDUCATION (K-12)

This course is designed to give those participants, who have had little or no experience in career education, an understanding and awareness of what career education is all about. They will have an opportunity to view and become familiar with many kinds of career education materials and activities that can be used in the classroom. Each participant will have the opportunity to develop a career education project and/or lesson plan for utilization in the classroom. Note: This class is a prerequisite for CAREER EDUCATION WORKSHOP FOR SECONDARY TEACHERS.

Tuesday Evenings 7-10 P.M.
Heath Jr. High School - Room H-2
Home Economics Building
September 23 to November 18
Three quarter hours UNC graduate credit
Cost - $20.00
Instructor - Marcia Osborn

II. EDCI 508 - CAREER EDUCATION WORKSHOP FOR SECONDARY TEACHERS (7-12)

This class is designed to provide participants an opportunity for the development of classroom unit(s) in their subject area discipline which infuses career education into the mainstream of it. The class is open ONLY to those teachers who have had INTRODUCTION TO CAREER EDUCATION class as a prerequisite.

Tuesday Evenings 7-10 P.M.
Greeley Central High School
Career Resource Center
September 23 to November 18
Three quarter hours UNC graduate credit
Cost - $20.00
Instructor - Kenneth Schuman

III. EDEL 508 - INFUSION OF THE VALUING APPROACH TO CAREER EDUCATION MATERIALS IN YOUR CURRICULUM K-5

This course is designed to give the participants the opportunity to become familiar with The Valuing Approach to Career Education (VACE) materials and to make appropriate lesson plans for the infusion of this material in the curriculum they are presently using in the classrooms. This class will be conducted in small groups whereby each group will consist of teachers who are teaching the same grade level(s) and using similar curriculum.

Wednesday Afternoon 4-6 P.M.
Shawsheen Elementary School, Unit 4
September 24 to November 19
Three quarter hours UNC graduate credit*
Cost - $20.00
Instructor - Marcia Osborn

*Even though this is a two hour inservice, a minimum of one hour a week will be spent in using the VACE materials in the classroom, plus instructor will visit schools as a consultant.

IV. EDCI 508 - CAREER EDUCATION THROUGH VALUES CLARIFICATION IN THE MIDDLE SCHOOL, PART I

This class is open ONLY to teachers at Maplewood and Franklin Middle Schools since these materials are being pilot tested.

Class starts Monday, 4-6 P.M.
September 22
Maplewood Elementary School

WINTER AND SPRING QUARTERS

What kinds of Career Education Inservice would you PARTICIPATE in?

- -

Tear off and give to your principal no later than October 15

		Winter	Spring
1.	Introduction to Career Education (K-12)	_____	_____
2.	Understanding the Middle School Child (6-8)	_____	_____
3.	Career Education Workshop for Secondary Teachers (7-12)	_____	_____
4.	Career Education Workshop for Secondary Teachers, Advanced Course (7-12)	_____	_____
5.	Using CEEB Deciding and Decision and Outcome Materials, Including Values Clarification (6-12)	_____	_____
6.	Career Education Through Values Clarification in the Middle School, Part II, III	_____	_____
7.	Teaching Values Clarification in the Elementary Schools (K-5)	_____	_____
8.	Games and Simulations in Career Education (K-12)	_____	_____
9.	Infusion of the Valuing Approach to Career Education in Your Curriculum (K-5)	_____	_____
10.	Using the Community As A Resource for Implementing Career Education (K-12)	_____	_____
11.	Others? _____	_____	_____
12.	_____	_____	_____

Your Name _____

School _____

CAREER EDUCATION INSERVICE

The following Career Education classes are being offered to school personnel in the Greeley area for Winter Quarter. These classes are contracted by the Exemplary Career Education Project and School District Six so that you may receive three quarter hours UNC graduate credit for only $20.00. Participants may register at the first meeting of the class. (See schedule below). If there are questions pertaining to these inservice course offerings, please feel free to call me.

Marcia Osborn
Curriculum/Inservice Coordinator
Exemplary Career Education Project

351-2321 Office
352-4668 Home

WINTER QUARTER

I. EDCI 508 - INTRODUCTION TO CAREER EDUCATION (K-12)

This course is designed to give those participants, who have had little or no experience in career education, an understanding and awareness of what career education is all about. They will have an opportunity to view and become familiar with many kinds of career education materials and activities that can be used in the classroom. Each participant will have the opportunity to develop a career education project and/or lesson plan for utilization in the classroom. Note: This class is a prerequisite for CAREER EDUCATION WORKSHOP FOR SECONDARY TEACHERS, PART I.

Tuesday Evenings 7-10 P.M.
Heath Jr. High School
Home Economics Building, H-2

January 6 to March 2
Instructor - Marcia Osborn

II. EDCI 508 - CAREER EDUCATION WORKSHOP FOR SECONDARY TEACHERS (7-12), PART I

This class is designed to provide participants an opportunity for the development of classroom unit(s) in their subject area discipline which infuses career education into the mainstream of it. The class is open ONLY to those teachers who have had INTRODUCTION TO CAREER EDUCATION class as a prerequisite.

Tuesday Evenings 7-10 P.M.
Greeley Central High School
Career Resource Center

January 6 to March 2
Instructor - Kenneth Schuman

III. EDCI 508 - CAREER EDUCATION WORKSHOP FOR SECONDARY TEACHERS (7-12), PART II

This class is designed to provide participants an opportunity for the development of classroom unit(s) in their subject area discipline which continues to infuse career education into the mainstream of it. The prerequisite for taking this class is to have completed successfully CAREER EDUCATION WORKSHOP FOR SECONDARY TEACHERS (7-12), PART I.

Tuesday Evenings 7-10 P.M. — January 6 to March 2
Greeley Central High School — Instructor - Kenneth Schuman
Career Resource Center

IV. EDCI 508 - CAREER EDUCATION THROUGH VALUES CLARIFICATION IN THE MIDDLE SCHOOL, PART II

This class is open ONLY to teachers at Maplewood and Franklin Middle Schools since these materials are being pilot tested.

Monday Afternoons 4-6 P.M. — January 5 to March 1
Franklin Middle School — Instructor - Larry Osborn
Library

V. EDEL 508 - INFUSION OF THE VALUING APPROACH TO CAREER EDUCATION MATERIALS IN YOUR CURRICULUM (K-5)

This course is designed to give the participants the opportunity to become familiar with The Valuing Approach to Career Education (VACE) materials and to make appropriate lesson plans for the infusion of this material in the curriculum they are presently using in the classrooms. This class will be conducted in small groups whereby each group will consist of teachers who are teaching the same grade level(s) and using similar curriculum.

Wednesday Afternoons 4-6 P.M.* — January 7 to March 3
Arlington Elementary School — Instructor - Marcia Osborn
Library

VI. EDEL 508 - CONTINUING TO INFUSE THE VALUING APPROACH TO CAREER EDUCATION MATERIALS IN YOUR CURRICULUM (K-5)

This course is designed to give the participants who have had INFUSION OF THE VALUING APPROACH TO CAREER EDUCATION MATERIALS IN YOUR CURRICULUM (K-5), an opportunity to continue working on their lesson plans.

Wednesday Afternoons 4-6 P.M.* — January 7 to March 3
Arlington Elementary School — Instructor - Marcia Osborn
Library

* Even though this is a two hour inservice, a minimum of one hour a week will be spent in using the VACE materials in the classroom, plus instructor will visit schools as a consultant.

CAREER EDUCATION

INSERVICE

The following Career Education classes are being offered to school personnel in the Greeley area for Spring Quarter. These classes are contracted by the Exemplary Career Education Project and School District Six so that you may receive three quarter hours UNC graduate credit for only $20.00. Participants may register at the first meeting of the class. (See schedule below). If there are questions pertaining to these inservice course offerings, please feel free to call me.

Marcia Osborn — 351-2321 Office
Curriculum/Inservice Coordinator — 352-4668 Home
Exemplary Career Education Project

SPRING QUARTER

I. EDEL 508 - INFUSION OF THE VALUING APPROACH TO CAREER EDUCATION MATERIALS IN YOUR CURRICULUM (K-5)

This course is designed to give the participants the opportunity to become familiar with The Valuing Approach to Career Education (VACE) materials and to make appropriate lesson plans for the infusion of this material in the curriculum they are presently using in the classrooms. This class will be conducted in small groups whereby each group will consist of teachers who are teaching the same grade level(s) and using similar curriculum.

II. EDEL 508 - CONTINUING TO INFUSE THE VALUING APPROACH TO CAREER EDUCATION MATERIALS IN YOUR CURRICULUM (K-5)

This course is designed to give the participants who have had INFUSION OF THE VALUING APPROACH TO CAREER EDUCATION MATERIALS IN YOUR CURRICULUM (K-5), an opportunity to continue working on their lesson plans.

THE TWO ABOVE CLASSES MEET TOGETHER:

Wednesday Afternoons 4-6 P.M.* — March 31 to May 26
Jackson Elementary School — Instructor - Marcia Osborn
Cafeteria

*Even though this is a two hour inservice, a minimum of one hour a week will be spent in using the VACE materials in the classroom, plus instructor will visit schools as a consultant.

III. EDCI 508 - PROMOTING EFFECTIVE USE OF COMMUNITY RESOURCES IN CAREER EDUCATION

This course is designed to create an awareness of the many resources available in the community and to stimulate a more positive attitude in the teachers, counselors, and administrators. . . toward use of these resources as part of the learning experiences for students. Several presenters will be utilized throughout the course. Each participant will design, implement, and report back to the class, one experience in using the community as a resourceful learning activity in his/her classroom.

Tuesday Evenings 7-10 P.M. — March 30 to May 25
Heath Jr. High School — Instructor - Marcia Osborn
Home Economics Building, H-2

IV. EDCI 508 - CAREER EDUCATION WORKSHOP FOR SECONDARY TEACHERS (7-12), PART I

This class is designed to provide participants an opportunity for the development of classroom unit(s) in their subject area discipline which infuses career education into the mainstream of it. The class is open ONLY to those teachers who have had INTRODUCTION TO CAREER EDUCATION class as a prerequisite.

V. EDCI 508 - CAREER EDUCATION WORKSHOP FOR SECONDARY TEACHERS (7-12), PART II

This class is designed to provide participants an opportunity for the development of classroom unit(s) in their subject area discipline which continues to infuse career education into the mainstream of it. The prerequisite for taking this class is to have completed successfully CAREER EDUCATION WORKSHOP FOR SECONDARY TEACHERS (7-12), PART I.

VI. EDCI 508 - CAREER EDUCATION WORKSHOP FOR SECONDARY TEACHERS (7-12), PART III

This class is designed to provide participants an opportunity for the development of classroom unit(s) in their subject area discipline which continues to infuse career education into the mainstream of it. Unlike the Part II class which did not allow adequate time to develop classroom materials with any depth or detail, this class will focus entirely on this kind of development. The prerequisite for taking this class is to have had and completed successfully CAREER EDUCATION WORKSHOP FOR SECONDARY TEACHERS (7-12), PART II.

The above three CAREER EDUCATION WORKSHOPS meet together:

Wednesday Evenings 7-10 P.M. — March 31 - May 26
Greeley Central High School — Instructor - Kenneth Schuman
Career Resource Center

VII. EDCI 508 - CAREER EDUCATION THROUGH VALUES CLARIFICATION IN THE MIDDLE SCHOOL, PART III

This class is open ONLY to teachers at Maplewood and Franklin Middle Schools since these materials are being pilot tested.

Monday Afternoons 4-6 P.M. — March 29 to May 24
Maplewood Middle School — Instructor - Larry Osborn
Room 37

APPENDIX D

TWO MINI GRANT PROJECTS

(35)

Date Submitted October 17, 1975

CAREER EDUCATION MINI GRANT APPLICATION

1. Name Richards (Last) Jean (First) Carol (Middle)

2. School Scott Elementary Grade Level First Grade
or
Subject Area

3. Title of Proposal Infusing Values in Career Education through the Humanities

4. Brief explanation of the proposed project according to the following outline. (Use the back of this sheet or attach a separate sheet)

A. Introduction and specific aims of the project
B. Methods and materials needed for project
C. Cost of materials and methods needed for the project
D. How the proposed project will integrate career education concepts and subject matter*

5. Total funds requested $409.20 Or $232.20 without activity kit

Action by Screening Committee:

_____ Approved

_____ Disapproved

_____ Resubmit with Modifications

_____
Signature of Committee Chairman

Jean C. Richards
Signature of Applicant

W. R. Ericson
Signature of Principal

*Applications will be judged on the basis of quality and the extent to which the proposed project integrates career education concepts with disciplines.

A. Introduction and Specific Aims

I propose to use the Harcourt Brace Javanovich program, SELF EXPRESSION AND CONDUCT: THE HUMANITIES. With these materials, I would be able to directly infuse values in teaching Career Education concepts in many subject matter areas at first grade level. This program, used as a supplement to the Valuing Approach to Career Education, offers many opportunities for teachers to guide children in seeking values related directly to their every-day living. By using this multi-sensory approach, cehildren add many new dimensions to their experiences, and gain opportunities to explore and find expressio for the values of truth, beauty, justice, love and faith. Activities and discussions of resulting feelings aid the children in discovering themselves, expressing themselves, what they feel and believe, what others feel and believe, and why. The numerous activiti provide many chances to choose principles that guide behavior, to use judgement, to make reasonable decisions, and consequently to produce behavior based on the values given above.

In summary, the aims of the project are:

1. Self-discovery
2. Self-expression
3. Responsible decision making
4. Behavior based on values of truth, beauty, justice, love, and faith ... through use of the program SELF_EXPRESSION AND CONDUCT: THE HUMANITIES

B. METHODS and MATERIALS

The student text can be used as a core program for values alone, but I prefer to use it in language arts, mathematics, writing, art, music, and drama as the topics studied are appropriate to varying subject matter concepts. Children read and discuss the text, see filmstrips, hear the record, and participate in activities provided in the activity kits

The list of materials includes all the items available at first grade level in the program. However, the activity kits are not essential in using the program, only highly desirable.

1. Student Textbooks
2. Teacher Resource Book
3. Eight Sound Filmstrips - Programs A,B,C, and D
4. Record
5. Activity Kits
   A. Dance/Drama
   B. Art
   C. Music

C. COST of MATERIALS (Materials listed in order of priority)

16	Student texts	@$ 3.90	$ 62.40
1	Teacher Resource Book	@ 3.90	3.90
	Sound Filmstrips Programs A,B,C,D	@ 39.00	156.00
	Record	@ 9.90	9.90
	Activity Kits		
	Dance/Drama	@ 177.00	177.00
	Art	* Not included in request	
	Music	* Not included in request	
		TOTAL COST	$409.20
		* Cost without kit	$232.20

How the proposed project will integrate career education concepts and subject matter

Teaching the values of truth, beauty, justice, love, and faith through the HBJ Humanities program IS infusing values in career education concepts. Teaching children to value truth helps them in making decisions and in accurately describing their perceptions and feelings. Young children can be helped to find beauty in color, movement and shape, and in happiness and sorrow. In finding and appreciating beauty, children gain confidence in their own standards and acceptance of beauty as others see it. Justice is expereinced when children are aware of their rights and extend the same rights to others - in making rules for the classroom, for games and play, for daily living, and having the chance to follow them. Love grows from the family on into the school environment by caring for pets, by helping children new to the class, by making and doing things for others. Children see how natural it is to give and receive affection, thanks, and kindness. Faith, which youngsters already have in their families extends to faith in the constancy of nature: day and night, the order of seasons; faith in others: friends, classmates, teachers; and most important, trust in themselves.

The activities in the HBJ Humanities materials compliment the career education concepts well. Below are listed a smattering of activities:

Drawing, painting, role-playing, dramatizing the weather, completing open ended stories, playing games and discussing fair play, imitating bird calls vocally and instrumentally, associating sounds and colors, interpreting feelings through dance, listening to and discussing sounds and forces in nature, pantomiming occupations, singing, following a play dough recipe, using the five senses to enjoy the cycle of day and night.

While children are involved in the content fields of language arts, drama, art, music, dance, social studies, science, and mathematics through the above activities, they develop self-awareness and self-expression. They are helped to understand themselves. They feel their own worth and that of others. They exercise many of their abilities in creating objects, pictures, dances, poems, stories, sounds and songs and thus learn how to satisfy many of their interests and needs. Thus each child's uniqueness in enhanced.

Career awareness goals, too, are met. For example, by performing a play, by making up group poems, playing rhythm instruments to accompany movement, children experience a "community" made of many different workers and the interdependence of work roles, as well as their worth to society. In painting, making costumes, making up new words to familiar tunes they see that work for some is leisure activity for others, and that different jobs require different kinds of skills. Through the variety of lessons in art, music, drama, and dance children see there are many ways of learning and many different training opportunities.

As you can see, I am excited about this program and feel it has great potential!

(4)

Date Submitted October 20, 1975

CAREER EDUCATION MINI GRANT APPLICATION

1. Name Jendzel (Last) John (First) J. (Middle)

2. School Chappelow Middle School Grade Level 6 & 7
or
Subject Area _____

3. Title of Proposal Establishing a Career Education Center for School-Wide Use

4. Brief explanation of the proposed project according to the following outline. (Use the back of this sheet or attach a separate sheet)

   A. Introduction and specific aims of the project
   B. Methods and materials needed for project
   C. Cost of materials and methods needed for the project
   D. How the proposed project will integrate career education concepts and subject matter*

5. Total funds requested $614.25

Action by Screening Committee:

_____ Approved

_____ Disapproved

_____ Resubmit with Modifications

_____
Signature of Committee Chairman

John J. Jendzel
Signature of Applicant

George R. Thurber
Signature of Principal

*Applications will be judged on the basis of quality and the extent to which the proposed project integrates career education concepts with disciplines.

Materials requested:

Career Awareness Program Cost $42.50

Order from: King Features
Education Division
Dept. 1186
235 East 45th Street
New York, NY 10017
(6-unit People At Work Program — $189.50)

Junior High Kit - Career Desk-Top Kit Cost $130.00
Junior Career Guidance Service 44.00

Order from: Careers, Inc.
P. O. Box 135
Largo, Florida 33540

What's It Like - Career Motivation Series $148.75

Order from: Knowledge Aid
Division of Milwaukee Journal
Education Corporation
6633 West Howard Street
Niles, Illinois 60648

Career Awareness 43-C111 Cassettes 59.50

Order from: Westinghouse Learning Corporation
100 Park Avenue
New York, NY 10017

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4. Explanation:
The materials ordered will be used to help initiate a Career Center for our school. It will be stationed in the Resource Center. These materials will be used by our teachers to help bring Career information to our students. At the present time, we have no career education materials in our school.

The materials requested range from comic books and information sheets and cards, to film strips and audio tapes. They are appropriate for grades 5 thru 7.

The total cost is $614.25.

The materials may be checked out and presented to the students by the teachers of our staff. They may be used in the classroom or in the Resource Center by individual students, small groups of students or by classroom size groups of students.

APPENDIX E

CAREER EDUCATION IN THE GREELEY SCHOOLS: A REPORT TO THE BOARD OF EDUCATION OF WELD COUNTY SCHOOL DISTRICT SIX

CAREER EDUCATION IN THE GREELEY SCHOOLS

A Report to the Board of Education
of Weld County School District Six

Exemplary Career Education Project Staff

Warren L. Lasell
Marcia Osborn
Michael Flannigan

September 24, 1975

The Career Education Project in Greeley is Colorado's only federally funded exemplary career education project. As such, it is intended to be a model for other school districts in the state. In addition, the project is unique in that it is a cooperative effort involving schools with a K-12 student population and a university. Its purposes are to implement career education in District Six and the University of Northern Colorado (UNC) Laboratory School, as well as UNC itself. For these reasons District Six and UNC are at the forefront of the nation-wide movement to integrate career education in American education.

The purposes of this document are to discuss briefly: (1) reasons why career education has developed into a national movement, (2) definitions of career education, (3) the accomplishment of and plans for the Career Education Project, and (4) possible directions for career education in District Six. The document is divided into four sections entitled: Why Career Education, What Is Career Education, The Career Education Project, and Possible Directions for Career Education in District Six.

WHY CAREER EDUCATION

According to the U.S. Chamber of Commerce, "Rarely has a concept held more promise for exciting learning than has Career Education." The Chamber used this statement to introduce its recent document entitled, CAREER EDUCATION: WHAT IT IS AND WHY WE NEED IT. The document was compiled by many leaders from education, industry, labor and the professions. Several of the 24 organizations which compiled the document follow.

American Association of School Administrators
American Personnel and Guidance Association
National Alliance of Businessmen
National Association of Manufacturers
National Congress of Parents and Teachers

National Organization of Women
National School Boards Association
National Urban League

The reader may wonder why the National Chamber views career education as a concept with exciting promise. Reasons lie both in the problems of American education and the alternative offered by career education.

It is easy to dwell upon the problems of American education, while ignoring the achievements. This paper will not concentrate upon the ills of American schooling. Rather, it will present briefly three quotations which suggest reasons why many persons have called for career education. More importantly, it will follow with reasons why many persons feel career education offers hope.

Some Problems

The National Chamber states:

> There has steadily developed an increased emphasis on "school for schoolings sake." The third grade teacher seems intent on readying students for the fourth grade, the eighth grade teacher on readying students for the ninth grade, and the high school teacher on readying students for college. Instead of preparation for something, education has become, for many students, simply preparation for more education. (a)

The National Institute for Education (NIE) is responsible for most of the research on career education at the national level and many developmental projects in career education. In the introduction to its publication entitled THE COMMUNITY IS THE TEACHER: EXPERIENCED BASED CAREER EDUCATION, NIE cites as a major problem the widening gap between school and life. It quotes Michael Malloy of the National Observer.

> We have herded our young people into a hostile youth culture by keeping them in resentful and babyish dependence at an age when previous generations of Americans were learning responsibility and self-reliance in the real world of work. (b)

Finally, the Western Electric Company in an educational activities report published in the spring of 1975 stated:

> The concept of career education seeks to relate learning in the classroom to the outside world - "to bring the school into the community and the community into the school" - and to enable students to make informed realistic decisions about their career goals and obtain the skills and education required to reach them. As such, it called for a cooperative effort between educators and businessmen to provide students with an opportunity to explore the world of work and its wide range of career possibilities, to motivate them in their studies and to help them better understand business, what it does, how it operates.

What Career Education Offers

The quotation from Western Electric suggests some of the reasons why many view career education with hope. Career education seeks to relate learning to the world outside the classroom. For this reason, many persons believe, it will increase student motivation. It will also help students make better career decisions because they will be aware of and understand more of the options available to them in the world of work.

Career education offers much more than this. In emphasizing "self-awareness," proponents of career education seek to help students understand a second important factor in career decisions, namely, the need to understand ones own abilities, values, interests, and aptitudes. Career education also seeks to assist students in learning the process by which career decisions are made.

Career education attempts to relate the family, the citizenship, the avocational-leisure and the work roles to career decisions. It recognizes the important influence these roles have upon careers, broadly defined and, in turn, the affects of career decisions upon these roles. In so doing career education programs help to bring together subject areas.

Finally, career education, by providing educational experiences for students, can be a technique or a device which helps to involve the community more in education. In working with members of the community, the educational staff will learn the needs and desires for education of the community. Also, members of the community will learn more about the operational requirements and constraints of the schools. In this sense career education will serve to aid accountability.

This treatment of the reasons for career education is not exhaustive. It is, rather, only an attempt to outline some of the bases of thinking underlying the career education movement. The next section of this document presents a discussion of the meaning of career education.

WHAT IS CAREER EDUCATION

Career education is defined differently by different persons. Two reasons are: (1) persons define the term career differently and (2) career decisions are often affected by many factors other than education. Nevertheless, there is considerable agreement as to the meaning of career education. For example, most persons would agree that career education:

1. is for <u>all</u> students,
2. includes, but is much more than vocational education,
3. focuses upon preparation for life roles, with an emphasis upon the occupational but including the family, the citizenship, and the avocational-leisure roles, and
4. involves the community in the educational process to a large degree.

Examples of several career education definitions currently in use follow.

> . . . the total effort of education and the community to help all individuals become familiar with the values of a work-oriented

society, to integrate such values into their personal value systems, and to implement those values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual. (U.S. Chamber of Commerce)

Career education is a continuous learning process that will assist all individuals in decision-making through integrated school and community activities. The decisions will be pertinent to the life roles of the family, citizenship, leisure time, as well as work. (Colorado State Board of Education, Colorado State Board of Community Colleges and Occupational Education, and Colorado Commission on Higher Education) (2)

What career education means to me is basically a point of view, a concept - a concept that says three things. First, that career education will be part of the curriculum for all students, not just some. Second, that it will continue throughout a youngster's stay in school, from first grade through senior high and beyond, if he so elects. And third, that every student leaving school will possess the skills necessary to give him a start in making a livelihood for himself and his family, even if he leaves before completing high school. (Sidney Marland, Jr., former USOE Commissioner and presently chairman of College Entrance Examination Board)

Many have questioned the relationship of career education and vocational education. The National Institute of Education attempted to clarify the meanings of career education, vocational education, and all of education in the paragraphs which follow.

Career education includes vocational and technical education in that skilled training and preparation for a specific job or occupation plays a significant role for many youth and adults who have decided on an occupation such as carpenter, medical technician, or engineer and want training to enter it.

Career education is more than vocational-technical education; the difference between training for a single job or occupation and a concern for how education affects the sum total of one's life work, the development of which represents many choices throughout the individual's lifetime, and is influenced by many factors in addition to technical skills.

At the same time, career education as we see it is not synonymous with all education. Career education . . . is primarily concerned with education as it relates to career development. Education more broadly is concerned with the development of critical thinking, stimulation of the love of learning, transmission of diverse cultural heritages, and the full participation of individuals in their society.

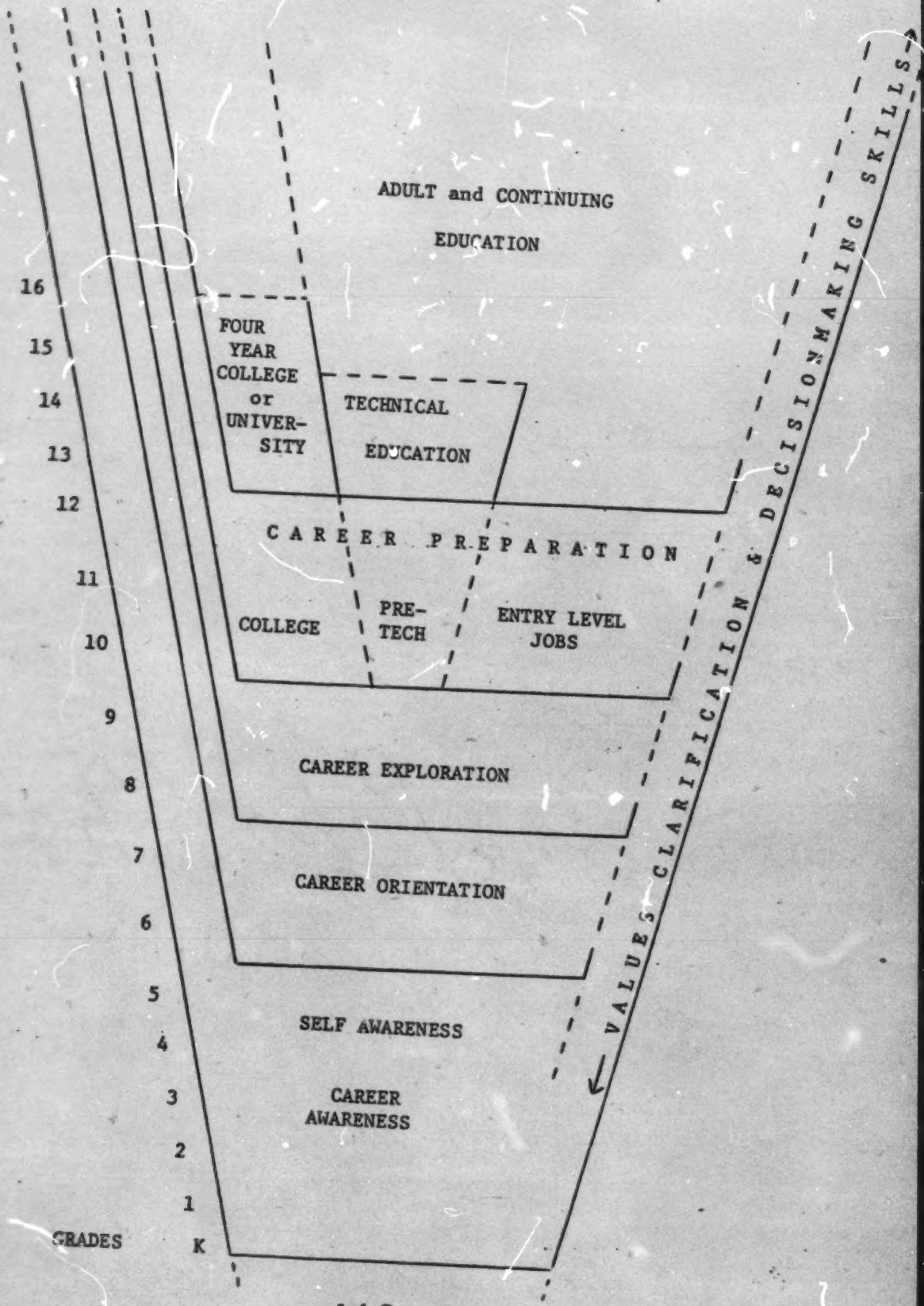
A model of career education which incorporates most of the commonly agreed upon elements of career education appears on page 7.

Career Education As An Approach

For the project staff, career education is basically a philosophy or an approach, rather than a program. Programs must be developed from the philosophy by individual schools and districts. The staff makes several assumptions about career education as an approach.

1. A career is much more than a series of jobs one occupies over a period of time.
2. Many factors affect the choice of a career; and, in turn, the career one chooses affects his/her total life style.
3. Most persons do not fully understand the factors which contribute to career choice, entry, and progression.
4. Most persons are not fully aware of available career options.
5. Through better understanding of abilities, aptitudes, interests, and values; the world of work; and the process of making decisions, a person can make career decisions which are personally more satisfying and socially more beneficial.
6. Career education can be integrated into existing classes and subject areas in a way that emphasizes career development without detracting from those classes and subject areas.

These assumptions have helped to provide definition for the project staff. They do not, nor should they, define career education for District Six, UNC, or the Laboratory School. Because we view career education as a philosophy or an approach, we feel that each school district must develop its own specific definition of career education. That definition must be consistent with overall curricular planning for the district and must be developed with input from those who will be affected by the definition and programs which are developed.


ADULT and CONTINUING
EDUCATION
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
K
GRADES
FOUR YEAR COLLEGE or UNIVER-SITY
TECHNICAL
EDUCATION
CAREER PREPARATION
COLLEGE
PRE-TECH
ENTRY LEVEL JOBS
CAREER EXPLORATION
CAREER ORIENTATION
SELF AWARENESS
CAREER AWARENESS
VALUES CLARIFICATION & DECISIONMAKING SKILLS

THE CAREER EDUCATION PROJECT

This section of the report includes a brief discussion of several approaches and activities used the first two years, and plans for the third year of the project. Major emphasis during the first year of the project was upon the acquisition of instructional materials and inservice education for teachers, counselors, and administrators.

The Second Year

During the second year of the project, 1974-75, six project associates worked in each of five pilot schools within District Six and in the Laboratory School. The project associates were graduate students pursuing advanced degrees in various areas within the field of education. Each worked 20 hours a week in the assigned pilot school to assist educational staff to implement career education. All project associates had considerable previous experience as teachers and/or administrators. The pilot schools in District Six were Central, Heath, Jefferson, Madison and Scott.

Project associates assisted school staffs to implement career education by consulting with educational staff and coordinating activities. At the elementary level several conducted demonstrations in the use of The VALUING APPROACH TO CAREER EDUCATION materials. These commercially prepared materials are particularly useful in developing self and career awareness concepts. They were selected for use in elementary schools because of a very strong and positive response to them by teachers during the first year. When a recent order for three sets of materials is filled, all District Six elementary schools and the Laboratory School will have the Valuing Approach materials. Project associates also helped to coordinate the scheduling of speakers from the community. They consulted with educa-

tional staffs regarding the purchase of new instructional materials in career education and participated in the inservice education of district teachers, counselors, and administrators.

Last year the project made available mini grants to teachers, counselors, and administrators in District Six and the Laboratory School. Interested staff members submitted proposals to incorporate career education into instructional activities. Total requests for funds exceeded $17,000. A panel of six persons from District Six, the Laboratory School, and the project advisory committee, selected 35 of 43 proposed mini grants for funding. Most of the $13,000 expended for mini grants was for instructional materials, however, some was used for educational trips to the community.

In addition to materials for mini grants, the project has purchased over $42,000 worth of instructional materials for the pilot schools in District Six and the Laboratory School. Materials have included books, films and filmstrips for instructional use, and materials for professional staff. The project budget has also furnished over $9,000 in equipment for the schools.

Inservice education within the project has included work with individual teachers and counselors as well as large group presentations. It has ranged from instruction in general concepts related to career education to specific procedures designed to help individuals use instructional techniques. Mrs. Marcia Osborn, the Curriculum/Inservice Coordinator, has planned, organized, and coordinated this phase of the project.

One phase of inservice education involves formal classes in career education offering graduate credit from UNC. Approximately 150 teachers, counselors, and administrators in District Six and the Laboratory School

received credit for inservice the first year. During the second year, the project offered five courses, most of which dealt with career education in greater depth than the inservice for the first year. Approximately 130 persons from District Six and the Laboratory School enrolled in the five courses.

The project was also involved in the preservice education of future teachers, counselors, and administrators. In the 1974-75 school year each UNC student enrolled in Basic Concepts classes offered by the Department of Foundations, a required course for education majors, was exposed to two contact hours related to career education. In addition, the project staff worked with several professors to increase the understanding of career education at the university level and make aware services available from the project.

Plans for the Third Year

Several of the activities and areas to be stressed this year are mini grants, inservice education, the use of community resources, guidance and preservice education. These are discussed briefly in the paragraphs which follow.

Mini Grants. The project will again make available money for teachers, counselors, and administrators to implement career education. The grants will be available on a competitive basis to all District Six and Laboratory School personnel.

In addition to the purchase of materials for mini grants, the project will purchase instructional materials for staff in District Six pilot schools and the Laboratory School. The total project budget for materials this year, including funds for mini grants, is approximately $25,000.

Inservice Education. Inservice education again will be a major emphasis this year. Project staff will continue to provide formal classes for university credit and informal assistance to individuals and groups in pilot schools. In addition, the Curriculum/Inservice Coordinator will work with curriculum coordinators to develop scope and sequence for career education and to respond to other staff requests for assistance in the area of curriculum.

Community Resources. The project will increase emphasis upon the use of community resources this year. This will include increasing opportunities for educational experiences in businesses and agencies within the community and developing lists of speakers with more diverse occupations and backgrounds than those currently available.

Last year the project staff developed six educational experiences in the community for students in grades six through twelve. Each of the experiences is designed for students at different grade levels; for example, the first is for students in grades six and seven, the second for eight and nine, and so forth. Focus is upon awareness, orientation and exploration.

Guidance. The guidance component will continue to work with counselors in developing comprehensive guidance programs at the junior high and high school levels. Strong coordination between project staff and counselor supervisors of District Six and the Laboratory School will continue. Further, development of Career Information Center materials will be continued and/or accelerated. The project staff will continue to explore and attempt to implement alternative roles for counselors. The guidance components will concentrate efforts in these areas at the junior and senior high schools.

Preservice Education. Project staff will work more extensively this year than last with future teachers, counselors, and administrators at UNC.

Activities will include presentations to university classes by project staff, meetings with individuals and groups of professors, and demonstrations of instructional materials which focus upon career education.

POSSIBLE DIRECTIONS FOR CAREER EDUCATION IN DISTRICT SIX

The preceding sections discussed career education and the career education project. This section: (1) summarizes the status of career education in District Six, (2) presents the needs for career education as perceived by the project staff, and (3) poses questions raised as a result of the implementation of career education.

The Status of Career Education in District Six

The statements which follow indicate in summary form the current status of career education in District Six:

1. Approximately 250 teachers, counselors, and administrators have received UNC graduate credit for inservice courses in career education during the past two years.

2. Career planning centers have been established and are being expanded at Greeley Central High School and Heath Junior High.

3. The VALUING APPROACH TO CAREER EDUCATION materials, the basic instructional materials for career education in grades K-5, are being used in eight District Six elementary schools. The central administration has submitted orders for materials for the three remaining elementary schools. All elementary schools will have the materials when the orders are completed.

4. The staffs of two middle schools are participating in an inservice class designed to help them pilot test instructional materials for career development. These materials help students understand who they are and what they can become. Values clarification is a particularly important aspect of the materials.

5. Other career related materials have been supplied to individual teachers and school staffs.

6. A process for developing scope and sequence for career education has been started.

7. Many teachers, counselors, and administrators have indicated an interest in and a willingness to implement career education.

8. The project staff has prepared several educational experiences for students in the community; the business and community agencies contacted thus far have responded very positively.

The Needs for Career Education As Perceived By The Project Staff

The project staff has perceived several needs for career education within the district:

1. A written Board policy concerning career education in District Six.

2. A definition of career education for District Six.

3. A plan to implement career education throughout District Six.

4. Career Planning Centers at Greeley West High School and John Evans Junior High School.

5. Expanded Career Planning Centers at Greeley Central and Heath Junior High School.

6. Career Resource Centers in conjunction with the IMC centers in the middle schools and elementary schools.

7. Counselors assigned full time to Career Planning Centers.

8. Additional career related materials for "non-pilot" schools.

9. Additional inservice classes in career education for all grade levels and subject areas.

10. Assigned responsibility for and authority to implement career education in the District.

11. Centrally located facility to house instructional materials for use in all schools.

12. Expanded use of community resources.

13. A District evaluation plan for career education.

14. An advisory committee comprised of students, parents, community representatives, administrators, and teachers.

Questions Raised As A Result of the Implemention of Career Education

The introduction of career education into a school district and the decision to fully implement it lead to numerous questions. Several of the more important follow, even though some cannot be answered at this time.

1. What capabilities should a student have upon leaving school?
2. What are the responsibilities of schools to students who opt not to go to college?
3. What are the responsibilities of schools to students who drop out of school?
4. Is there commitment within the district to develop plans for implementation of career education in grades K-12?
5. Will there be resources available to provide for the implementation of career education in grades K-12 of the district?
6. Will there be resources to insure the provision of vocational education when career education is fully implemented?
7. What implications will a fully implemented career education program have upon guidance functions within the district?

Conclusion

School District Six has made an important first step toward implementing career education. Further implementation of career education will require an examination of the basic assumptions regarding education for the community. If the examination of assumptions leads to the goal of achieving greater student opportunity, career education is a promising approach which offers a way to increase the life options for all students. We, the project staff, believe that career education must be considered seriously as an integral part of the total educational program.

APPENDIX F

EXAMPLES OF GUIDANCE NEWSLETTERS

GUIDANCE NEWSLETTER

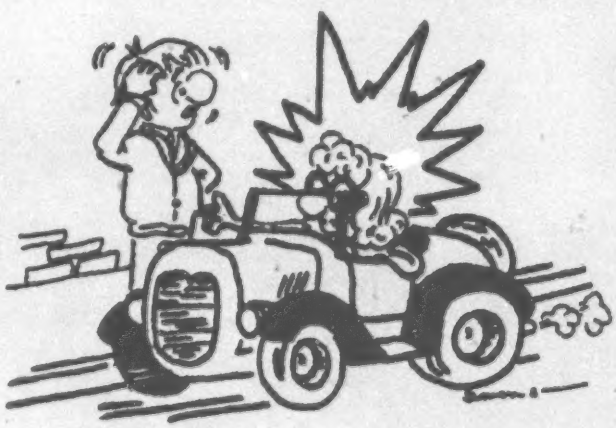
Breaking Down Stereotypes

NEW CAREER OPPORTUNITIES for WOMEN

"Come gather round people
Wherever you roam
And admit that the water
Around you has grown
Accept it or soon you'll be
Drenched to the bone
There's a battle outside raging"

Bob Dylan

☐ Our society is going through an intense re-evaluation of what makes up male and female roles. No longer do many women expect men to be sole providers for the family, nor conversely do these women expect to have sole responsibility for child rearing. More and more women are asking men to share the housework and are helping change the car's oil. It's not just guys that are planning the Saturday night dates, nor paying for them either. The homemaker who is protected and cared for is less and less a part of our society. A new woman is emerging--one who demands equal treatment and questions why she should be excluded from anything because she's a woman.



"IT USED TO BE RAZORS AND SHAVING CREAM--NOW, IT'S ROLLERS AND HAIR SPRAY."

☐ These trends are changing the career opportunities available to women. Traditional careers such as telephone operators, nurses and secretaries are no longer the only hope for the female job seeker. Women are entering careers as lawyers, doctors and judges in increasing numbers. More and more women are entering blue collar trades. In G M's training college 178 of it's 903 freshmen were women. Women are playing a larger role in big business. From 1968 to 1973 the percent of women employees of the 700 leading U.S. companies increased from 11 to 18%. Nationally, our police force has grown to include 2% policewomen.

☐ During the 1970's, there were many career firsts for women. Carol Polis became a professional boxing judge in Pennsylvania. Emily Howell was the first female pilot in commercial airline history. Marion McAllister became the first subway train motorwoman in New York. The first female members were admitted to the American Stock Exchange and five women aquanauts took part in the government's underwater research program. Finally, Jean Brady became the first woman dealer in a Las Vegas gambling house.

See Note:

☐ Although the number of women in non-traditional careers is not always large, the barriers to entry are coming down. Some personnel officers are actively seeking women for these jobs. If you are a person who has the strength to stand up against the pressures* of traveling a different path, the opportunities are there.

WOMEN IN PROFESSIONS	% WOMEN EMPLOYED
Physicians	10
Lawyers	3
Engineers	2
Architects	4

★REMEMBER: The EQUAL PAY ACT of 1963 makes it ILLEGAL to pay women less than men for the same job.

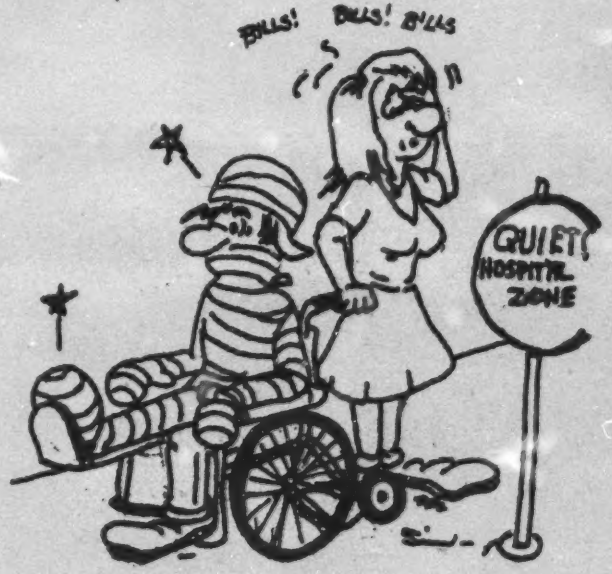
★REMEMBER: The CIVIL RIGHTS ACT of 1964 makes job discrimination against women ILLEGAL.

NOTE: Some of the drawings in this NEWSLETTER demonstrate the nature of some of the "pressures" alluded to.

What's In ALL THIS for Men ?

☐ It's just going to be harder to get a job! All these changes don't help me a bit! ☐

☐ These are common initial reactions from guys to the changing roles of women. But some men are seeing things in a different light. They maintain that it's nice to give up all the responsibility of initiating dates, to give up the pressure of having to always be strong, to share the responsibility of supporting a family and to become more involved in the lives of their children. The dream of taking off a couple years of work is now more real for many men. Perhaps crippling illnesses will no longer carry the guilt from leaving the family without income. Further, in traditionally male careers, some men report a new and refreshing social atmosphere due to the new involvement of women.



Perhaps it is harder in some ways for men now, but maybe there are benefits too. What do you think?

The CHALLENGES and Pitfalls of "Breaking down Stereotypes."

☐ Women in non-traditional careers admit that there is a price one pays for such a career choice. Some jobs involve facing physical dangers and putting up with sore muscles, skinned knuckles and getting dirty. The adjustment to the social environment is often lonely. A woman I know in an accounting firm felt out-of-place going to lunch with the "guys." She felt like an outsider in the group. Often there is resentment from male co-workers. Initially policemen resented and feared doing duty with women. Elizabeth Platz, the first woman pastor in a Lutheran Church in the U.S. reports that her job played havoc with her self image. She had to fight being "molded by structures which try to make you a pseudo male." It's often hard to keep your own identity when others perceive you differently than you perceive yourself.

WHY ENTER A Non-Traditional CAREER ?

☐ For most women, the decision to pursue a non-traditional career is mainly a question of doing what they wanted to do most. But there are usually other benefits. First, salaries are usually higher. Driving heavy equipment pays more than secretarial work. Sometimes the job is more varied and interesting than unskilled jobs that women traditionally accept. Finally, there is usually more opportunity for self expression - a goal of the emerging woman.

For a more IN-DEPTH 'Look'!

☐ Skip Rowe, the woman's P. E. teacher at the Lab school has some close friends with interesting careers like computer repair, construction management, meat cutting; and plaster shop owner. If you wish some personal reactions from women about a lifestyle surrounding this type career, contact Skip. Skip feels that the armed services provides good skill building for non-traditional careers and will give you specifics on this.

FOR YOUR OWN GROWTH - - - - -

☐ The subject of sex roles is one of the more controversial in our society today. Where do you stand? Through clarification of our values, we can see what is special about us, how we differ from and share with others and what affects our thinking. There is not an absolute right or wrong position, although there are well thought out ones and inconsistent ones. Check out your prejudices by sharing your feelings about the following questions with your friends.

1) Are there any Career areas that should remain closed to women?

2) What is different innately about men and women?

3) What differences are culturally determined?

4) How does television, movies, magazines and newspapers stereotype women's role in American society?

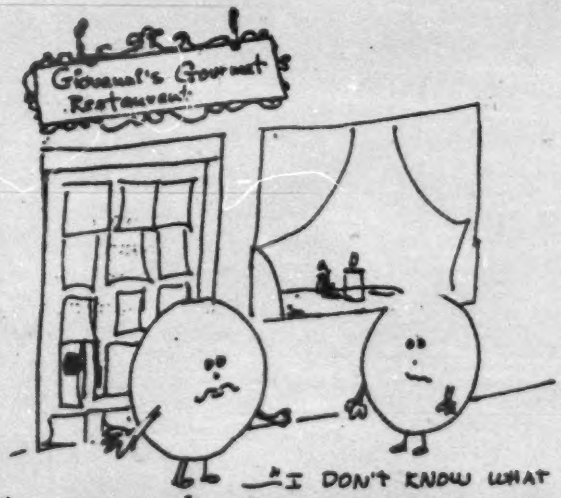
5) Will the Equal Rights amendment help women?

GUIDANCE NEWSLETTER

May, 1976

COULD MILITARY SERVICE SERVE YOUR CAREER NEEDS?

On June 30, 1973, conscription in the military service became a thing of the past in the United States. Since that time the Armed Forces have had to recruit a volunteer army to meet the military manpower needs of our country. To accomplish this, the Armed Forces have had to compete with business and industry for the youth of America. Consequently, they have developed an enlistment package that attempts to respond to today's career needs and that allows – even encourages – you to use the Armed Forces as a stepping stone toward a civilian career. An enlistment of two or more years, depending on your career goals, could be your surest, fastest and most economical road to career success. The following information attempts to spell out the benefits and drawbacks of army life so that you can evaluate military service as a path to your personal and career goals. The Army has been chosen to lend some specificity to the information, but the Navy, Air Force, and Marines offer similar opportunities.



"I DON'T KNOW WHAT THE DIFFERENCE IS - I WAS A COOK IN THE ARMY!"

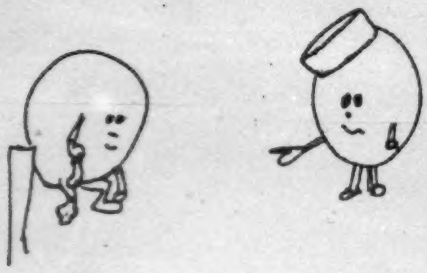
The Army is one of the largest employers in America. Employment possibilities exist in over 300 different occupations which are referred to as Military Occupational Specialities (MOS). Although the training you would receive in the Army would be designed to develop the skills needed by the Army, most of these seem to parallel skills needed in occupations in the civilian economy. In today's Army, you don't just enlist, you enlist for a specific MOS and a specific training program. If you are not accepted to this specific training program, then you are free to reverse your decision to enlist. It's important to understand though, that after your training is completed your assignment can be changed due to shifting manpower needs of the Army. Although the Army takes care not to admit enlistees to a training program unless appropriate openings are anticipated upon completion of training, when their needs change you would have to move where they place you. At this point you could not drop out.

The Army offers a wide variety of training programs. Of 114 Worker Trait Groups developed by the U.S. Department of Labor to describe the world of work, 90 have been found closely related to Army occupations. Whether your career goal involves lengthy professional training (such as doctor, nurse, engineer or lawyer), vocational or technical preparation (such as secretary, cook, computer programmer or auto mechanic), or on-the-job training (such as postal clerk, shoe repairman, cargo handler or laundry specialist), the Army may be a logical part of your future.

WILL ARMY LIFE MESH WITH YOUR PERSONAL NEEDS

"The United States Army is more than a job, it's a way of life." Although the Army can be used as a way of developing skills for a career or financing an education, you should be fully aware that the paramount aim of the Army is to train soldiers, competent soldiers. So the first question you might ask is "Do I wish to be soldier?" It seems crucial to decide for yourself if the life of a soldier is a lifestyle you could be happy with.

Army life on the whole seems more disciplined and regimented than civilian life. For example, orders must be followed when they are given, not when you get around to it. Events like meals, sleeping hours and inspection, which occur daily at certain times, add a structure to your life beyond working hours. Also there tends to be less tolerance of individual expression and less opportunity for personal choice than in a regular job, although this gap is closing. Hair styles and dress possibilities are regulated by stricter codes than in most civilian jobs. Choices are limited by numerous policies. Beds must be made up in a specific manner. Enlistment periods must be respected -- you can't move on if you don't like your job. Finally, educational methods in the Army tend to be more controlled and programmed rather than self-directed and individualized. It's important to be able to function in this type of environment, if the Army is the place to satisfy your career needs.



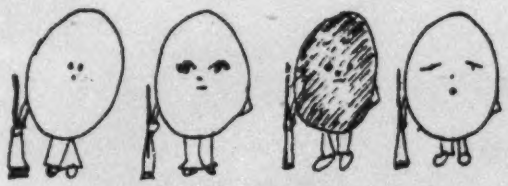
"You have exactly 4 seconds to put on your socks!"

OTHER BENEFITS YOU MAY WANT TO CONSIDER

The Army offers many fringe benefits along with career training. Perhaps the most important is the guaranteed pay you receive beyond the free room and board. The Army will also provide free medical and dental services. Thirty day paid vacations per year are also part of the package. Furthermore, you can receive the benefits of low cost life insurance and the G.I. Bill. The G.I. Bill offers substantial monthly payments for education after your enlistment time is up. Here may be the key to your college plans which now may be a financial burden to you and your family.

Another long term benefit of entering the Army would accrue to you if you choose to make a career of the Army. After twenty years in the service you could begin to receive lifetime retirement benefits. This means that before forty you could have a substantial guaranteed lifetime income and start a new career as a civilian, with some specialized training and plenty of job experience.

Finally, the Army seems to offer a job alternative with many opportunities for advancement. This is an opportunity that is available to all youth regardless of race, sex or religious affiliation. Today's Army offers the same benefits, jobs, pay and options to women as it does to men, except those options that are directly combat related. A good job is often quickly rewarded in the Army with advancement in rank. At least on paper you should have good mobility upward if your work is good.

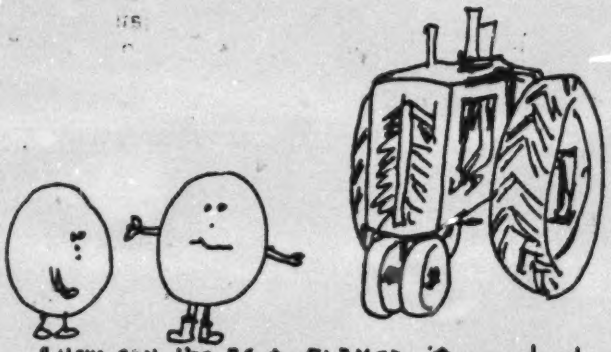


WHERE TO GO FROM HERE

If you think the Army may be an option you want to consider in your career plans, you might want to make use of the Army's career planning manual which can be found in the Counseling Center. In the student handbook, you can find specifics on most all the MOS that are offered in the Army. If you are still encouraged, it probably would be wise to take the Armed Services Vocational Aptitude Batter (ASVAB) which is used by the Armed Services as a placement tool. In this way you could find if you could qualify for the position you are interested in. Finally, visit your Armed Forces Recruiting Station which is located at 1020 9th Avenue here in Greeley. There you will find recruiters for the Navy, Air Force and Marines as well as the Army. They could let you know if you could meet the physical requirements of military service and fill you in on MOS' that are open at this time. If career training in the Armed Services is for you, the time to begin is now.

HOW PARENTS CAN FACILITATE THE CAREER DECISION PROCESS

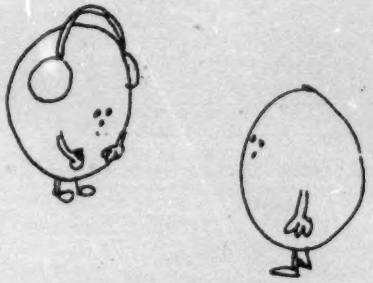
The choice of a career for the high school senior is a crucial and often difficult decision. Each young adult, deciding for the first time on a job or career path, must put together his special interests, values and strengths in his own unique way. Parents can help in this process. Today's youth face a complex and confusing world and could use the support and wisdom of an experienced adult to help them clarify their feelings and provide the information they need. Parents' understanding of the process involved in making a career decision is an important first step in providing assistance to the student.



"How can you be a FARMER if you don't know what a tractor is?"

Making a career decision entails focusing on three basic processes: clarifying values, matching abilities to jobs of interest, and deciding on a particular job or career path. People are always involved in the process of clarifying their values. In a career decision, a person must face his values about work. One must have a sense of the importance of work generally in his lifestyle so he can choose careers that involve a commitment that he is willing to make. More specifically, one should know what activities seem worthwhile and have value in life. Whether they are discussed or not, these values affect the decision process. The step which involves the most information gathering is matching abilities to jobs of interest. First, one must develop a pool of jobs that could be of interest to her. Then these careers should be explored so that the individual can get a sense of what qualifications, training, responsibilities, and day-to-day tasks are involved. Finally, one should get a notion of the personal limits involved in pursuing careers of interest. A person could be interested in designing buildings, but lack the mathematical aptitude to enter architecture school. Another constraint may be the financial resources available for training. The final step involves bringing all this information together and deciding among the actual alternatives available. In this phase other values must be weighed along with career values. Staying near home and going to technical school may have to be weighed against going across country to a $9,000 job.

The impact of a person's choice of a career path on her life is substantial. Parents know how crucial and difficult it is, because they have made some career choices themselves. Occasionally, parents want to protect their kids from these hardships and attempt to push a career direction on them using their own life experience as a guideline. Most often this only serves to make matters worse – to confuse rather than clarify alternatives and to add rather than take away pressure. It seems to be a more helpful posture to serve as a clarifying agent for the feelings, values and information which motivate the young adult's career decision and to provide the kind of support which will encourage her to keep on thinking about and searching for the career that fits. It is the role of understanding listener which will be most helpful to a son or daughter deciding on a future occupation. The hard part about this role is that you may hear something you don't want to hear.



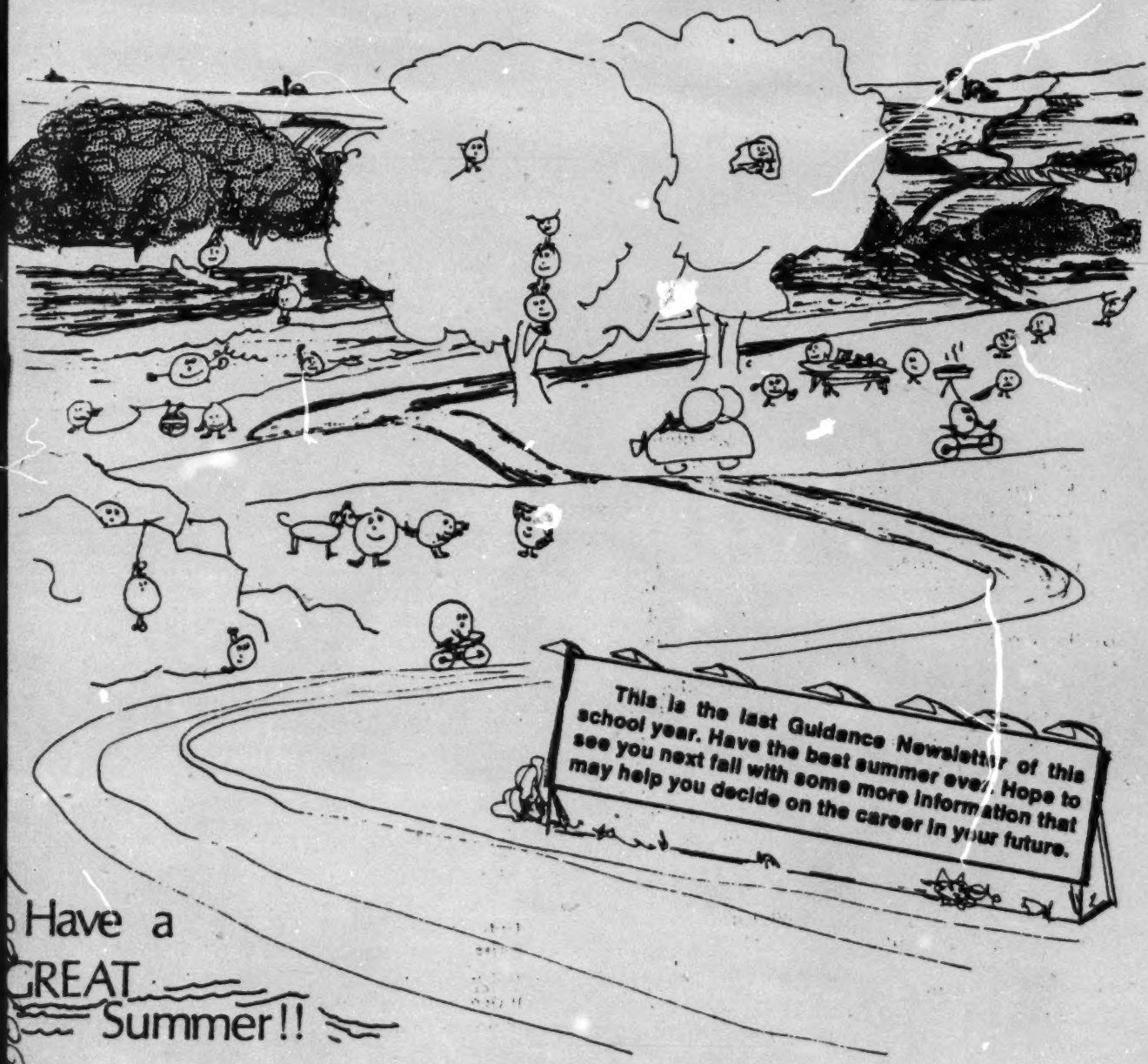
"I know you don't want to hear this, but will you take off those earmuffs and listen anyway?"

One of the hardest things for a parent to accept from a teenage son or daughter is a value which is opposed to one in which the parent believes. For instance, a mother who has devoted her life to raising a family could have trouble with a career-oriented daughter or a father who is a successful businessman might find it hard to listen to a son who questions the importance of money. Criticism of student choices, with predictions of unhappy lives, serves little purpose. The tendency on the part of the

student is to tune out mom or dad. Consequently, the student loses an important source of guidance, and the parents lose input into a decision that they will have to live with. Recognition and understanding of the child's right to have differing views will enhance the communication and lead to further exploration between student and parent. Differences can be expressed, but from within the student's point of view, where they will be more readily considered. This will lessen the chance of a poorly thought out and regrettable decision.

Implicit in this role is the parent's treatment of the student as a person, capable of making intelligent choices. This trust helps to build the confidence necessary to choose a challenging career and to believe in their ability to be successful. Parents can further this feeling by involving their children in financial meetings where cost of further education is considered and by asking for their input in other decisions that effect the whole family.

With knowledge of the career decision process and by choosing to be an understanding, accepting and trusting listener, the parent can become an important source of guidance to the young adult. From this role, the knowledge gained from the life experience of the parent can have a substantial impact and the parent can become a major source of information about careers. In this role, parents can share hesitations, opposing beliefs and negative feelings without discouraging their offspring in their search for a career. Then their career decision can utilize their uniqueness to the fullest.


This is the last Guidance Newsletter of this school year. Have the best summer ever. Hope to see you next fall with some more information that may help you decide on the career in your future.
Have a GREAT Summer!!